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ABSTRACT

This document is designed for use by teaching assistants running intervention sessions associated with the Early Literacy Support (ELS) Programme of the National Literacy Strategy. It is the essential guide to running the sessions each day, and includes details of resources and preparation for each session as well as a full script. The document contains "Getting to Know You" sessions; preparation notes for the teaching assistant each week; scripts for each of the 60 ELS sessions; additional material on understanding the three non-fiction text types used in the sessions; photocopiable masters; and activity sheets for children to take home each week. (RS)

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Early Literacy Support Programme

Session materials for teaching assistants

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National Literacy Strategy
Early Literacy Support Programme

Session materials for teaching assistants

Introduction

This file is designed to be used by teaching assistants running the intervention sessions. It is the essential guide to running the sessions each day, and includes details of resources and preparation for each session as well as a full script.

Teachers will be referring to the book *Early Literacy Support Programme: Materials for teachers working in partnership with teaching assistants*. They will know what is being covered each week and will make links to the whole-class teaching, plan opportunities for independent work and do Guided Reading regularly with the group. There will be opportunities for teaching assistants to discuss children's progress with the teacher after each four-week block of sessions.

This file contains:

- 'Getting to know you' sessions;
- preparation notes for the teaching assistant each week;
- scripts for each of the 60 ELS sessions;
- additional material on understanding the three non-fiction text types used in the sessions;
- activity sheets for children to take home each week.

How to use the file

Before the programme starts: run the 'Getting to know you' sessions with the group to get used to some of the activities they will be doing each week.

Every week: read through the 'Preparation and Resources' sheet and gather together the things that are needed.

Every day: read through the script before running the session, think about the main points to get across to the children, and prepare any materials needed for that day.

After every four weeks: talk to the teacher about the progress being made by individual children, discuss any concerns that have arisen.

At the end of the programme: join in the discussion about the next steps for each child in the group; run the 'Top-up' sessions (available on the DFES website www.dfes.gov.uk) for a smaller group if necessary.

Other resources

- The ELS trolley contains many of the resources you will need for the sessions, e.g. mini-whiteboards, magnetic letters, letter fans, sentence boards, etc.
- The Art Work / PCM pack contains a range of photocopiable materials designed to support specific sessions.

Note

- Some session scripts are based on example texts - these can be substituted with other similar texts.
- The session scripts occasionally refer to materials to be found in the NLS publication *Progression in phonics (PiP)*. A copy of this should be available at school. Alternatively, a copy can be ordered free of charge from the DfES publications centre, PROLOG (tel: 0845 60 222 60), quoting reference DfEE 0033/2000. References are also made to the NLS Additional Literacy Support (ALS) materials and video. Again, a copy of this material will probably already be in school but, if not, a copy can be obtained. To order, telephone 0118 952 7531/2, quoting reference ALS 100.

'Getting to know you' sessions

These notes are to help you plan two or three sessions with the group before you start the programme. It is expected that each session will take no longer than 20 minutes. The ideal time for this would be at the very end of the Autumn term or the very beginning of the Spring term, when there is often a 'part week' due to training days, etc.

These sessions will give you a chance to familiarise yourself with the group, and to introduce various activities and ways of working that you will be using during the programme.

Suggested content

Session 1: Introducing the puppet.
Taking photos of the group (group and individual).
Learning the pattern of the Oral Opener and Fast Finisher.

Session 2: Getting used to frequently-used games and equipment.

Session 3: Introducing the Take Away activity routine.

Space to work

Ideally, these sessions will take place in the space that you will be based in for the daily sessions, preferably a demarcated corner, or a room to yourself.

You will need: table and chairs to seat six children comfortably, and with room for you;
a display board to collect and display the children's work;
a white board / flip chart for Shared Writing;
a carpet or floor area for the more active phonics games;
some storage space to keep your resources and equipment.

Each session has a list of the specific resources needed.

The puppet

A puppet has been included in the programme to motivate children and to develop their speaking and listening skills. You will need to find a puppet to use; it needs to be a hand puppet so it can join in with writing activities etc. In the notes the puppet is called 'Pip' and he has a role in the sessions every day. You may like to change the name of your puppet. Feel free also to develop the character of your puppet; this will make the sessions more fun for the children and you! There are lots of suggestions for things he might say or do, but you can adapt this.

Outline

Session 1

- Introduce the idea of the group to the children, explaining that they will be working together for a short time every day. If you know the time of day when this will happen, tell them. They are there to practise their reading and writing.

- Each member of the group will introduce themselves, and to start this you introduce the puppet.
  Puppet: *My name is Pip. I like to collect things and read and write.*
  Follow this pattern with each child: *My name is ... I like to ...*
- For next week, you will need photos of each child. Take these photos now, ideally with a digital camera, so you can have two copies of each picture. Take a picture of the whole group (with Pip) and put it on the notice board. Take a picture of Pip on his own, so it can be used for Shared Writing next week. (You could also get someone to take a photo of you.)
- Introduce the Oral Opener and go through the daily session structure.
  At the beginning of every session we will ask the puppet to remind us what we learned the day before. Then we find out what we will be learning today. (You could write out the learning objectives from the script and then read them to the children, encouraging them to join in when possible.) It goes like this:
  All: *What did we learn yesterday, Pip?*
  Pip: *We learned...*
  Ch: *What are we learning today?*
  TA: *We are learning...*
  Practise saying this together.

  Then we will do the 'Phonics Five' – this is when we will play a game to help us learn sounds and letters.

  After that we will do our 'Text Ten' – some days we will read together, or write together, or learn how to spell words.

  At the end of every session we will do a 'Fast Finisher'. This is a quick activity before we go. We will finish by saying:
  TA: *What have we learned today?*
  All: *We have learned ...*
  Ch: *What will we take away?*
  TA: *You will have something to either do in the classroom during your Literacy Hour or at home every day.*

Session 2

- Use this session to familiarise the children with some of the games and equipment they will be using regularly.
  - magnetic letters: play with letters; *Can you make a word?*
  - phoneme frames: write a letter in each box.
  - whiteboards: draw a picture / write your name, rub it off.
  - sentence boards: play with word cards, arranging them across the board (explain that you will be using it for sentences each week).
  - 'treasure chest' and bin: sort a collection of objects, e.g. *Pip is collecting red today, all other colours go in the bin.*
  - quick-fire words: [1] show a word on a card; [2] say the word; [3] the children read the word and try to remember it; [4] the children write the word in the air with their fingers, or trace it on someone's back; [5] the children write the word on a whiteboard; [6] show the original card - the children check what they have written.

Give the children a chance to play with these things.
When you have read through the sessions yourself, you may find other things that you would like to introduce and give children a chance to play with.

Session 3

Show the children the Take Away pack that they will be using each day in the Literacy Hour. Give them a chance to look at the packs you have made up with the first week's activities in them (probably stored in a zip wallet or book bag for each child in the group). Explain the contents:

1. Writing Flap Cards (capital letter for child's name, first name and surname).
2. Sentence board: envelopes with cut-up words (*My / name / is / [].*) and board to lay words on. (*You will try making the sentence and reading it.*)
3. Picture frame with space for a sentence (*You will be writing in this next week and then reading it to somebody.*)
4. Guided Reading book. (Show the children an example. *You will take your book home so you can read it to somebody else.*)

- Explain the procedure for Take Away activities that you have agreed in your school. For example:
  - children will be doing the activities on their own in the Literacy Hour, after you have explained them in the group.
- Give the children time to explore the pack and have a go at the activities.

Early Literacy Support:
SUMMARY OF OBJECTIVES

Sessions 1–20 (4 weeks)

Objectives based on YR and Book Bands 1–2

	Key objectives *(taken from YR objectives, NLS Framework for teaching)*	**Speaking and Listening Key objectives:**	**Additional objectives for week** *(through activities)*	**Text type and theme**	**Detail of daily focus** *(Text Ten)*
	Text Reading: 1d, 2 **Text Writing:** 11e, 13 **Sentence:** 1 **Word:** (PiP Step 2) 6, 7	• Listen for initial/final sounds in words. • Ask a question to obtain useful information. • Plan writing, organise ideas in sequence.	**Text Reading:** – **Text Writing:** 12b **Sentence:** 4 **Word:** 8	***Names*** Outcome: Photo frame with label High frequency words: *my, name, is*	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Reading (Bands 1–2)
	Text Reading: 1d, 2 **Text Writing:** 11e, 11f, 13 **Sentence:** 1 **Word:** (PiP Step 2) 6, 7	• Use talk to recall past, personal experiences in order of event. • Reinforce sequential vocabulary. • Elaborate on own contributions.	**Text Reading:** – **Text Writing:** 12c, 12d, 14, 15 **Sentence:** 3 **Word:** 5	***Personal recount*** Outcome: 'Surprise' lift-the-flap book High frequency words: *I, went, to, the*	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Writing
	Text Reading: 2, 3 **Text Writing:** 11e, 11f **Sentence:** 1 **Word:** (PiP Step 3) 6, 7	• Recollect and re-tell events from a book (using sequential vocabulary). • Listen to a story and provide some elaboration. • State possible outcomes and predict endings / events in a story.	**Text Reading:** 5, 7, 9 **Text Writing:** 12c, 12d, 15 **Sentence:** 2 **Word:** –	***Traditional story*** Outcome: Speech bubble for a character High frequency words: *this, is, a, big*	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Reading (Bands 1–2)
	Text Reading: 2, 3 **Text Writing:** 11e, 11f **Sentence:** 1 **Word:** (PiP Step 3) 6, 7	• Explore rhyming patterns in words. • Explore patterns of rhyme in letter strings. • Enact or write through action songs. • Listen for rhymes, join in with repeated refrains.	**Text Reading:** **Text Writing:** 12a, 14 **Sentence:** 2 **Word:** 4	***Rhymes / Action songs*** Outcome: innovation of rhyme – new verse High frequency words: *day, away, said,* (revising words)	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Writing

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Early Literacy Support:
SUMMARY OF OBJECTIVES

Sessions 21–40 (4 weeks)

Objectives based on Y1 term 1 and Book Bands 3–4

	Key objectives (taken from Y1 term 1 objectives, *NLS Framework for teaching*)	**Speaking and Listening Key objectives:**	**Additional objectives for week** *(through activities)*	**Text type and theme**	**Detail of daily focus (Text Ten)**
Week 5 Sessions 21–25	**Text Reading:** 2, 4 **Text Writing:** 8 **Sentence:** 4 **Word:** (*PiP* Step 4) 7, 9, 11	• Explore rhyming patterns in words. • Encourage 'why' and 'where' questions.	**Text Reading:** 6 **Text Writing:** 10 **Sentence:** 1 **Word:** –	***Patterned language text*** Outcome: Innovation on a patterned language text (Question and Answer card) High frequency words: *what, you* (revise *my*)	• Shared Reading • Shared Writing • Sentence level work • Writing using high frequency words • Guided Reading (Bands 3–4)
Week 6 Sessions 26–30	**Text Reading:** 2 **Text Writing:** 8 **Sentence:** 4 **Word:** (*PiP* Step 4) 7, 9, 11	• Revisit sequential vocabulary • Sequence or order events.	**Text Reading:** 13 **Text Writing:** 16 **Sentence:** 6 **Word:** –	***Instructions*** Outcome: Make a jam sandwich High frequency words: *make, put; on* (revise *the*)	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Writing
Week 7 Sessions 31–35	**Text Reading:** 2 **Text Writing:** 8 **Sentence:** 4, 7, 8 **Word:** (*PiP* Step 4) 7, 9, 11	• Extract key points from what is said. • Expand on key points (elaborate). • Recite action rhyme (Vowel Rap)	**Text Reading:** 1, 12 **Text Writing:** 14 **Sentence:** – **Word:** 8	***Labels and captions*** Outcome: Caption for an object (and Vowel Rap song sheets) High frequency words: *here, is, our* (*he/she/it*)	• Shared Reading • Shared Writing • Sentence level work • Handwriting • Guided Reading (Bands 3–4)
Week 8 Sessions 36–40	**Text Reading:** 2 **Text Writing:** 8, 9 **Sentence:** 4, 7, 8 **Word:** (*PiP* Step 4) 7, 9, 11	• Recall and recount events from personal experience. • Recall and re-tell events from a familiar story. • Make connections between events in stories and personal experiences.	**Text Reading:** 5, 7 **Text Writing:** 11 **Sentence:** 9 **Word:** –	***Story (familiar setting)*** Outcome: Zig-zag book (based on story and own experience) High frequency words: *was, school, then, saw* (may vary depending on shared text selected)	• Shared Reading • Shared Writing • Sentence level work • High frequency words and handwriting • Guided Writing

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Early Literacy Support:
SUMMARY OF OBJECTIVES

Sessions 41–60 (4 weeks)

Objectives based on Y1 term 2 and Book Bands 4–5

	Key objectives (taken from Y1 term 2 objectives, *NLS Framework for teaching*)	**Speaking and Listening Key objectives:**	**Additional objectives for week** *(through activities)*	**Text type and theme**	**Detail of daily focus (Text Ten)**
Week 9 Sessions 41–45	**Text Reading:** 2, 19 **Text Writing:** 12 **Sentence:** 2, 5 **Word:** (*PiP* Step 5) 6, 9,	• Predict content of a non fiction book from title and illustration. • Give a reason to back up a point of view.	**Text Reading:** 17 **Text Writing:** 25 **Sentence:** 6 **Word:** –	***Non-chronological report*** Outcome: New page for an information book High frequency words: *has, can, got,* (revise *this*)	• Shared Reading • Shared Writing • Sentence level work • Writing using high frequency words • Guided Reading (Bands 4–5)
Week 10 Sessions 46–50	**Text Reading:** 2 **Text Writing:** 12 **Sentence:** 2, 5 **Word:** (*PiP* Step 5) 6, 9	• Substitute patterns in simple rhymes. • Predict patterns in text.	**Text Reading:** – **Text Writing:** 13 **Sentence:** 1 **Word:** –	***Rhyming sentences*** Outcome: Label for a teddy with simple rhyme High frequency words: *who, came, our* (revise *school*)	• Shared Reading • Shared Writing • Sentence level work • High frequency words and spelling • Guided Writing
Week 11 Sessions 51–55	**Text Reading:** 2, 19 **Text Writing:** 12 **Sentence:** 1, 2, 5 **Word:** (*PiP* Step 5) 6	• Describe artefacts.	**Text Reading:** 20 **Text Writing:** 23 **Sentence:** – **Word:** –	***Simple dictionary*** Outcome: Dictionary of people in the class High frequency words: *like, because*	• Shared Reading • Shared Writing • Sentence level work • Writing using high frequency words • Guided Reading (Bands 4–5)
Week 12 Sessions 56–60	**Text Reading:** 2, 4 **Text Writing:** 12, 16 **Sentence:** 2, 5, 6, 7 **Word:** (*PiP* Step 5) 6, 9	• Recollect the main events from a known story in sequence. • Create a story with the children, asking them to predict what will happen next.	**Text Reading:** 5 **Text Writing:** 14 **Sentence:** – **Word:** –	***Fairy story*** Outcome: Re-telling of 'Cinderella'. Zig zag book High frequency words: *after, once, one, field*	• Shared Reading • Guided Writing • Guided Writing • Guided Writing • Guided Writing

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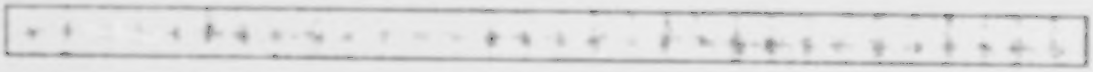

Week 1

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WEEK 1 SESSIONS 1–5

Teaching assistant: Preparation and resources for this week

(see also 'Getting to know you' sessions)

Session 1: Monday

Write out the sentence *My name is (child's name)* on a large sheet for each child.
Prepare completed *My name is (child's name)* sentence cards for each child.

Resources:
Photo of each child taken during 'Getting to know you' sessions).
My name is Pip (or your puppet's name) written on large A3 sheet.
My name is (child's name) sentence card for each child.

Session 2: Tuesday

Make two name cards for each child. Cut the initial letter off one of the two cards for each child.
Write the words to be spelled under the flaps on the Writing Flap Cards.

Resources:
Two name cards for each child, one with the initial letter cut off.
Six whiteboards and pens.
Six Writing Flap Cards with the capital letter of the child's first name, the whole first name and surname.

Session 3: Wednesday

Prepare the objects / pictures for Pip's bag.
Make two copies of the sentence My name is Pip.
Cut up the *My name is (child's name)* sentences into separate words. Put them in a named envelope for each child.

Resources:
Objects / pictures in a bag: sock, mouse, map, teddy, star, mug, tea, tin.
Two copies of the enlarged sentence My name is Pip.
Cut -up sentence cards from Monday with *My name is (child's name)* in a named envelope for each child.
Sentence boards.
Six whiteboards and pens.

Session 4: Thursday

Label three boxes with letters s, m, t.
Make up six bags each containing magnetic letters i, s, m, y.
Make six copies of the photo frame (PCM, p. 193).

Resources:
Objects / pictures: sock, scissors, star, sweets, mouse, mug, map, monkey, tea, teddy, toothbrush, tin.
Three boxes labelled s, m, t.
Bag containing magnetic letters i, s, m, y for each child.
Two-box phoneme frame for each child.
Six copies of the photo frame (PCM, p. 193).

Session 5: Friday

Collect objects / pictures as from Session 3.
Ask the teacher to select an appropriate Guided Reading book.

Resources:
Objects / pictures as Session 3.
Letter cards s, m, t (two sets for each child).
Guided Reading texts.

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WEEK 1 SESSION 1

Session 1: Monday

Teaching points	Activities/Teaching prompts or script
Oral opener	Show the puppet to the children. **TA:** *Do you remember our puppet? What is his / her name?* **Ch:** *(Say the puppet's name.)* **TA:** *I'm going to say hi to each of you. 'Hello, my name is ...' then you say, 'Hello, my name is ...'* Each child: *Hello, my name is (own name).* (Speaks to the puppet / you / members of the group) **TA:** *Pip's going to tell you what we are learning today.* **Puppet:** *We are learning how to read our names.*
Phonics Five Hear phonemes in initial position. Hear and say the initial phoneme in their own names.	**Name Song** *We are going to learn a song that will help us to hear the first sound in our names. It goes like this ...* Say / sing the song to the tune of 'Hot cross buns'. Use your own or the puppet's initial letter sound as an example. Point to yourself or the puppet while you sing / say (for example): *M-M-M* *M-M-M* *Whose name starts with M-M-M?* Say your name. *M-M-M Mary. Can you hear the 'M' at the beginning of my name?* The children repeat *Mary*. Sing the reply. *Mary's name starts with M-M-M.* Then sing / say: *P-P-P* *P-P-P* *Whose name starts with P-P-P?* *Can you hear the 'P' at the beginning of 'Pip'?* Sing the reply. *Now I'll say / sing a different letter sound. Listen carefully. It could be the first letter sound in your name.* Repeat the song for each child. Encourage the children to join in when they are ready. If a child's name starts with a phoneme composed of more than one letter, e.g. *Sh* for *Shamima*, explain that some phonemes are made up of one letter and some of two letters (two letters, one phoneme).
Text Ton	**Shared Reading: enlarged text of sentences My name is... completed with each of the children's names** Use the children's photographs / pictures that you did in the preparatory sessions. *Do you remember the photographs / pictures you drew of yourselves?* *Can you find your photograph / picture and say your name?* Practise saying the simple sentence together: My name is ... The children take it in turns to say *My name is...* and show their photo / picture. *Continued on next page*

WEEK 1 SESSION 1

Session 1: Monday

Teaching points	Activities/Teaching prompts or script
Track the text in the right order, left to right and top to bottom.	Show the enlarged text with the pre-written sentences. *Now we are going to read some sentences. Look and listen for your names. Put your hand up when you hear me read the sentence with your name.* *Can anyone tell me where I should start reading?* Point to different places on the page, and ask one child to come and point. *Thank you – now I am ready to read these sentences. Listen carefully, because I think you might be able to help me with some of these words.* *My name is ...* Read aloud while pointing to the words. Repeat the sentence for each child's name. At the end of the first line, pause and say *Where should I go to read the next word?* Point to different places, as before, and then ask a child to help you.
Recognise and read own name.	*This time I will read 'My name is ...', but I won't read the name I'm pointing to. If I'm pointing to your name, come up and put your photo / picture next to your name.* As you are reading, you could stop at a name and say *This one starts with 'B'. Whose name has that sound at the beginning?* *We will just check to make sure all the pictures are in the right places. How do we know they are right?*
Fast Finisher and Take Away Reinforce hearing the initial phoneme in own name.	**Quick activity: remember and sing the Name Song** *Who can remember the song we learned? What was it about?* *Who can sing / say the first letter sound in their name?* Sing the song together. **TA:** *What did we learn today?* **Ch:** *We learned how to read our names.* **Ch:** *What will we take away?* **TA:** *You are going to sing the Name Song to someone else – try putting some different names in. Also, here is your own sentence for you to practise reading.* Demonstrate pointing to each word as you read, and let the children have a go.

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WEEK 1 SESSION 2

Session 2: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned how to read our names.* **All:** *What are we learning today?* **TA / Puppet:** *We are learning to use a capital letter at the beginning of our names.*
Phonics Five Hear and say phonemes in the initial position, and match phonemes with letters at the beginning of own name.	**Name cards and Name Song** Have two copies of the name card for each child. The first copy has the name in full; the second has the initial letter cut off.) Spread the name cards out on the table. *Can you find your card and read your name?* *Can you point to the first phoneme in your name?* Demonstrate using Pip's name card. Give a second card to each child (the initial letters have been cut off, and you keep these). *Here are Pip's cards. Put them together.* *What is missing from the second card? I've cut the initial letters off all the cards. I've got them all here, but we will need to decide who should have each one.* Hold up one of the cards (e.g. Pip's). *Who knows what sound this letter makes?* Sing the Name Song for Pip. *P-P-P* *P-P-P* *Whose name starts with P-P-P?* *Yes, Pip's name starts with 'P', so I will take this letter and put it at the beginning of his name. Sing again, with the reply Pip's name starts with P-P-P.* Repeat with each letter, until all the children have completed their name cards.
Text Ten Identify the capital letter at the beginning of their name.	**Write names** Point to the initial letter of your name. *The first letter in my name is called a capital letter. Let's say the capital letter sound of my name.* (e.g.) *'M' for Mary'.* Point again to the capital letter in your name. Say your capital letter sound as you do this. Help the children to find their capital letter. Give out whiteboards and markers. Demonstrate how to write your name on your whiteboard. *Look at the way I'm writing my name. I'm writing a <u>capital letter</u> at the <u>beginning</u> of my name.* *Write your name very carefully. Make sure that the first letter is a capital letter.*
Use a capital letter for the start of their own name. Read and write own name.	*See how many times you can write your name. Use a capital letter each time. Write carefully.* Observe the children's handwriting, giving individual support and encouragement, and guidance in letter formation / orientation / consistency. *Continued on next page*

WEEK 1 SESSION 2

Session 2: Tuesday

Teaching points	Activities/Teaching prompts or script
Read and write own name.	If a child is unclear about where to write their capital letter, place a small sticker just below where the child needs to write. If a child is struggling with writing a particular letter, demonstrate by saying: *Look and see how I write this letter 'c'. First I start at the top, then I go all the way around, and I stop just here. Can you make this letter disappear with your finger? Rub out my letter in exactly the same way that I've just written it.* *Use your pen to write the letter just the way I did.* *Now practise writing this letter on its own and in your name.* *Everyone show and read your names. Say the capital letter sound for your name.* Make positive comments to each child. *I like the way you've used capital letters at the start of your names. Now that you know that your name begins with a capital letter, remember to use it each time you write your name.*
Fast Finisher and Take Away Spell name correctly, and use capital letter at beginning.	**Quick activity: use Writing Flap Cards** Introduce the Writing Flap Cards. The children's capital letters, first names and surnames are written under the flap. *Look under the flap. Say the phoneme that is the capital letter. Cover the capital letter with the flap. Write the capital letter in the next box. Then look under the flap to check. Is your capital letter the same?* Give time to practise. *When you take away your Writing Flap Cards you can try writing your first name and your surname as well.* **TA:** *What did we learn today?* **Ch:** *To use a capital letter at the beginning of our names.* **Ch:** *What will we take away?* **TA:** *Your Writing Flap Cards so that you can practise writing your name.*

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WEEK 1 SESSION 3

Session 3: Wednesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear the first phoneme in our names, and how we always need to start with a capital letter when writing names.* **Ch:** *What are we learning today?* **TA/Puppet:** *We are going to learn how to check the first letters in words so that we can put them in order to re-make our sentence.*
Phonics Five Hear and say phonemes in initial position: s, m, t.	**Play Croaker using Pip** *Pip has brought a bag of things for you to look at today. We will help him take each one out of the bag and say its name. Listen carefully, because Pip sometimes gets in a muddle with the initial phonemes, and you might have to help him.* *Take a tin out of the bag. Pip says bin. Did Pip get it right? Let's help him by saying the word for him.* Everyone says tin, emphasising the initial sound. After a couple of tries, Pip gets it right. Repeat for the following objects / pictures: sock (dock), star (tar), mouse (house), mug (slug), map (tap), two (shoe), teddy (teady). (Pip's first attempts are in brackets.)
Text Ten Understand that words in a sentence have a specific order, according to the meaning conveyed. Identify and read individual words: My, name, is.	**Sentence level work** *Do you remember the sentences we read on Monday? Here is Pip's sentence. Let's read it together. 'My name is Pip.'* Have another copy of the sentence available. *Now we are going to cut up this sentence and then see if we can put it back together again.* Ask the children, *Where do I cut the sentence for the word 'My'?* Repeat for each word in the sentence. Give four of the children one of the words; tell the remaining children they are to help you check. *Let's re-make the sentence on the table. What is the first word in our sentence? Say 'my' slowly; what can you hear at the beginning of 'my'? Which word starts with that letter? Good, now you have two ways of checking. You can say the word and look to check this matches the first letter of the first word in our sentence.* *Let's see if that works for the next word, and the next, and the last word in our sentence.* Muddle the words up and repeat the task until each child has had an opportunity of placing the word they have been given in its appropriate place in the sentence. *We are going to look at the sentences you took away on Monday. Read your sentence to yourself and hold it in your head. Now turn over the card so that you can't see the sentence any more.* *Continued on next page*

Session 3: Wednesday (morning)

Teaching points	Activities/Teaching prompts or script
	Give each child an envelope containing their own cut-up sentence, with their own name and piece of A4 card (to be called a sentence board). Put your sentence on the sentence board. *Sort your sentence into the right order. Remember to say each word slowly and check that what you are saying matches the first letter of the word you need to find.* Help each child to put the words into the correct order, encouraging them to re-read and make a visual check before searching for the next word.
Quickly check reading of individual words.	*Pip is going to try to trick you by calling out the words in the wrong order. Show him how clever you are by pointing to the word Pip says.* Say the words for Pip in random order; ask the children to check that they have identified the correct word by holding up the cut-up word. Praise their correct attempts; help them to correct any errors.
Fast Finisher and Take Away Letter formation: *s*	**Quick activity: write s** *Do you remember any of the sounds that Pip was getting muddled with? What can you hear at the beginning of sock? We are going to practise the letter that makes the 's' phoneme in 'sock'.* Demonstrate writing s on the whiteboard. The children each have a go at writing s several times on their whiteboards as you watch and correct any mistakes. **TA:** *What did we learn today?* **Ch:** *How to check the first letters in words so that we can put them in order to re-make our sentence.* **Ch:** *What will we take away?* **TA:** *Your envelopes with cut-up words, so that you can practise making the sentence, and reading it to check that it makes sense.*

Session 4: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned how to check the first letters in words so that we can put them in order to re-make our sentence.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to identify the phonemes 's', 'm' and 't', and how to write 'my' and 'is'.*
Phonics Five Identify phonemes in initial position and match with letters *s, m, t.*	**Play Please Tidy My Things** The children sit in a circle on the floor, around three small boxes each clearly labelled with an initial letter: *s, m, t.* *Pip has been trying to sort out some of his things, but he's got into a terrible muddle. We need to help him sort everything out.* Point to the label on each box and articulate the letter sound clearly: *The sound of this letter is 's'.* Ask the children to repeat as you point to each letter in turn. Let each child choose one or two objects belonging to Pip. Suggested objects / pictures: sock, scissors, star, sweets, mouse, mug, map, monkey, tea (magnetic number), teddy, toothbrush, tin. Ask each child to tell the group what they have that belongs to Pip. *Now we will all say that slowly. What do you hear at the beginning of 'sss-scissors'? Now put the scissors in the box with the letter that makes that sound: 'sss'. Is that right?* Repeat with other objects until all 'belongings' are stored in the appropriate box.
Text Ten Learn to write the words *is* and *my* Understand that letters in words have a specific order. Read and write individual words: *is* and *my* Practise writing of individual words: *is* and *my*.	**High frequency words / handwriting: label pictures** Give each child a small bag containing one each of the magnetic letters *i, s, m* and *y*, and a two-box phoneme frame. *Say 'is' slowly. What do you hear at the beginning? Find the letter that has that sound and push it into the first box. Now say the word is again slowly. What do you hear at the end? Find the letter that has that sound and push it into the last box.* Help each child to make the word, starting with the first letter and ending with the last letter. *These two letters, when we put them together, make 'is'.* Encourage the children to make, read, write and check several times before making the next word *my* in the same way. Provide support as necessary. When saying *my* slowly, in order to attend to the final sound, draw attention to the *y* – it sounds like *i* but looks like *y*. *Now you are going to make a label for the pictures we were using on Monday.* *Continued on next page*

WEEK 1 · SESSION 4

Session 4: Thursday (continued)

Teaching points	Activities/Teaching prompts or script
	Give each child a sheet of paper with a picture frame and space to write the sentence: *My name is ....* (Ideally, use a second copy of the photos, so that there is one to display in school and one to take home.) *Let's read the puppet's sentence from yesterday: 'My name is Pip.' Now you can write your own sentence. 'My name is ....', underneath your picture frame.* Support the children as they try to write *name*. Remind them that it was in the sentences that you have been reading during the week.
Fast Finisher and Take Away	**Quick activity: read and share work** *You can all take it in turns to show us your picture frame and read out your sentence.* Each child has a turn. Then collect the pictures, muddle them up and hand them to different children. *See if you can read the sentence on the picture frame I have given you.* Each child has a turn, using the picture to help them to read the name. **TA:** *What did we learn today?* **Ch:** *To identify the phonemes 's', 'm' and 't', and how to write 'my' and 'is'.* **Ch:** *What will we take away?* **TA:** *You can take away your picture frames. Make sure that you read what you have written to somebody.*

WEEK 1 SESSION 5

Session 5: Friday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to identify the phonemes 's', 'm' and 't', and how to write 'my' and 'is'.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to match phonemes and letters, and to use all the things we have learned this week to help us read a book.*
Phonics Five Identify letters s, m, t and match to the initial phonemes of selected objects	**Name Song** *Let's sing Pip's song.* *p,p,p* *p,p,p* *the puppet's name starts P-P-P.* Give each child a letter card: *s, m,* or *t* (two children will have *s*, two *m* and two *t*). Ask them to choose an object from the puppet's things that corresponds to the letter on their card. (Use the same objects that were sorted by the children yesterday: sock, scissors, star, sweets, mouse, mug, map, monkey, two (magnetic number), teddy, toothbrush, tin.) *Now we will take it in turns to sing a new song to Pip, like this* (sung to the tune of 'Hot Cross Buns', as before): *S-S-S* *S-S-S* *the puppet's sock starts S-S-S.* Invite each child to sing a new verse to Pip using the initial letter and name of their selected item.
Text Ten Read text at an appropriate level (Bands 1–2) Use one-to-one correspondence, locating familiar words and using them to check their reading.	**Guided Reading** The class teacher will select a book from bands 1–2, depending on children's reading level, and look for a book which repeats the words *is* and *my* if possible. **Book introduction:** Look at the cover and title. Talk about what the children expect the book to be about. 'Walk through' the book. *Can you find any words you know? Look for is and my.* **Strategy check:** Remind the children to point to each word as they are reading, to use the words they know (*is, my*) and to look at the pictures to give more information. **Independent Reading:** Each child has a go at reading independently, while you listen and offer support. **Return to text:** Praise the children for their problem-solving, taking examples from the group.
Fast Finisher and Take Away	**Review of the week** **TA:** *Who can remember some of the things we have done this week?* (The children recall what they have done.) *Continued on next page*

Session 5: Friday

Teaching points	Activities/Teaching prompts or script
	TA: We have learned about using capital letters when we write our names, and about the phonemes at the beginning of words. That's useful because it helps us to spell. When we are trying to spell a word, we can say it, work out what the initial phoneme is, and then write the first letter. **Ch:** What will we take away? **TA:** You will take the book we have been reading today, and see if you can read it to somebody else at home.

WEEK 1 SESSION 5

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Week 2

Teaching assistant: Preparation and resources for this week

Session 6: Monday

Select a book for Shared Reading.
Choose a page in the book where you will get 'stuck'.
Make seven copies of the park pictures – one master, and a copy for each child.

Resources
Letter cards with *s, m, t.*
Individual whiteboards and pens.
Enlarged text / big book for Shared Reading, e.g. *It's the Weekend* by Jenny Lachlan. Rigby Red Giant: *This Week, All Aboard.* Ginn. Alternatively, a book made previously in the class about a class event or school visit.
Set of three pictures for each child: playing football, playing on the swings, eating ice cream (PCM, p. 194).

Session 7: Tuesday

Prepare objects / pictures for Pip's bag.
Copy a set of pictures for each child: *cat, card, cup, car, hand, horse, hammer.*

Resources
Bag with objects / pictures: *cat, card, cup, car, hat, hand, horse, hammer.*
Alphabet strips.
Individual whiteboards and pens.
Picture sets for each child: *cat, card, cup, car, hat, hand, horse, hammer.*

Session 8: Wednesday

Write yesterday's sentence on the flip chart / whiteboard.
Make a copy of the sentence, cut up into words and with a separate full stop.
Cut up a copy of the sentence for each child and put it in a named envelope.

Resources
Cards with letters *c, g, h.*
Sentence cards.
Envelopes with cut-up sentence for each child: *I went to the park.*
Sentence board.

Session 9: Thursday

Prepare fans with letters *c, g, h* for each child.
Put the muddled sentence on the board (using words from Wednesday).
Write the words to be spelled on Writing Flap Cards: *went, the, (child's own name).*

Resources
Letter cards or fans with *c, g, h.*
Pip's sentence card with words from the sentence muddled up.
Individual whiteboards and pens.
Sticky tack.
Writing Flap Cards with the words *went* and *the* written on them, and each child's own name.

Session 10: Friday

Label four small boxes with letters *s, c, g, h.*
Prepare the objects / pictures for the game.
Make seven 'surprise' lift-the-flap sentence strips and Pip's sentence on a strip to demonstrate.

Resources
Objects / pictures: *cat, card, car, hammer, hand, hat, glue, goat, glove, scissors, sock, star.*
Four boxes labelled *s, c, h* and *g.*
Pip's lift-the-flap sentence strip (already made).
'Surprise' lift-the-flap sentence strips for each child to use.
Alphabet strips.

Session 6: Monday

Teaching points	Possible scaffolding prompts or support
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned to match phonemes and letters, and to use all the things we learned during the week to help us read a book.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are remembering how to hear, say and write phonemes and letter names: s, m, t; also, how to read one word for every word we point to.*
Phonics Five Reinforce letter names and sounds for *s, m, t.* Hear and say, read and write phonemes in the initial position.	**Clap Rap** *Pip is going to teach you a rap using the phonemes we learned last week. Show letter cards s, m and t.* Pip says the first line of the rap, adding actions. *Clap, clap turn around. Show me a letter and I'll tell you the ... sound.* The children repeat it. At the end, you show one letter and point to one child to give the answer. Repeat with the other letters. Pip says the second line of the rap with actions. *Clap, clap, play the game. Show me a letter and I'll tell you its name.* The children repeat it. At the end, you show one letter and point to one child to give the answer. Repeat with the other letters. Pip says the third line. *Clap, clap, think and frown. Tell me a letter and I'll write it down.* The children repeat it. At the end, you show one letter and point to a child who writes it on their whiteboard. Repeat with the other letters.
Text Ten	**Shared Reading** Select a text related to children's own experience, e.g. a visit, or what they do at the weekend. This could be a big book or a book you have made in class already about something that has happened. The following example is based on *It's the Weekend* by Jenny Lachlan. Rigby Red Giant. It could be adapted to other texts.
Make link between text and personal experience.	Before you read, choose one page in the book where you will get 'stuck' on a word, so that you can demonstrate the use of different cues. *Today we are going to read a book about things that children do. I wonder whether they will do the same things as you? Look together at the cover. Talk about the title. What do you think these children are doing?* Turn to the start of the text. *Where shall I start reading?* Gesture to different parts of the page and get a child to come and point to the correct starting point.

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Session 6: Monday (continued)

Teaching points	Activities/teaching prompts or script
Reinforce tracking the text when reading. Match spoken word to printed word (one-to-one correspondence).	*I am going to point to each word as I am reading to make sure that I read all the words on the page.* Start reading the book. Point to every word as you are reading.
	Pause when you get to the page where you are going to make a mistake, and remind the children to listen very carefully to what you read. For example, the text has: *I read books at the library. You read. I went books at the library.* Then stop. *Oh dear, that's not right. I said 'went books'... but that doesn't make sense. I'll go back and try it again. 'I r... books at the library.' What could that word be? It begins with 'r' so it can't be 'went' because that begins with 'w'.*
Use a variety of cues when reading.	*Let's look at the picture. What are they doing?*
Expect written text to make sense and check when it does not.	*Let's try 'read'. Listen carefully to see whether it would make sense.* Read the sentence correctly, and check with the children that it now makes sense.
Recall past experiences and re-tell in order of event.	At the end of the book, talk with the children about their own experience, e.g. *What did you do at the weekend? Was it the same as the children in the book? Or, Do you remember going on a visit? What sort of things did you do?* Encourage each child to contribute an idea and to re-tell it in sequence, e.g. *I went to the shops and then I went for a pizza. When I got home I watched TV.*
Fast Finisher and Take Away Reinforce sequential vocabulary through talk.	**Quick activity: Speaking and Listening** Show the children three pictures: playing football, playing on the swing, eating an ice cream. *Pip went to the park at the weekend and these are the things he did. Let's put them in order and talk about the things that Pip did.* Encourage one child to start talking and then others to take over. Prompt with questions: *And what do you think he did next?* **TA:** *What did we learn today?* **Ch:** *We remembered how to hear, say and write phonemes and letter names 's', 'm', 't', and how to read one word for every word we pointed to.* **Ch:** *What will we take away?* **TA:** *Here are some pictures like the ones we've been looking at. Decide what order to put them in, and tell someone about Pip's weekend.* (This could also be done using small world play – swings, slides, etc. – with children being encouraged to talk about what their character is doing at the park.)

Session 7: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We remembered how to hear, say and write phonemes and letter names 's', 'm', 't', and how to read one word for every word we pointed to.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear and say the phonemes 'c' and 'h', and how to use sounds and letters we know when we are writing words.*
Phonics Five Hear and say the phonemes *c* and *h* in the initial position.	**Play Croaker using Pip** *Pip has got some things here in a bag. We are going to take it in turns to take out an object and show it to Pip. He will have a go at saying the name of the object. But listen very carefully in case he makes any mistakes, because sometimes he gets in a bit of a muddle.* Child takes first picture / object out of the bag, a cat. Pip says *bat.* *Let's help Pip. Say the word together ... 'cat'. Listen carefully Pip!* Pip gets it wrong again. *Let's try again ... 'cat'.* Pip gets it right this time. *Well done Pip, you got it right!* Repeat for: cat (bat), card (hard), cup (sup), car (bar), bat (mat), hand (band), horse (course), hammer (stammer). (P-p's words are in brackets.)
Text Ten Use personal experience as a starting point for writing. Model sequential vocabulary, e.g. *first, then, next, after that.*	**Shared Writing** *Do you remember what Pip did at the weekend? He went to the park and what did he do?* Encourage the children to use ideas from yesterday's talk activity and Take Away. *What do you like to do when you go to the park?* Take ideas from the children and help them to organise their ideas into sequence.
Use 'talk for writing': thinking aloud about what you want to say before writing.	*We are going to help Pip to write about his weekend. Let's think about a sentence we could write ... 'I went to the park'.* Repeat the sentence with the children joining in. *I will need your help while I write this sentence.* *Where shall I start writing?* Point to different places on the whiteboard, and then ask a child to show you where to start. *How do I write a capital 'I'. Find it on your alphabet strip.* Write it.
Using letter-sound correspondences to help adult spell the words. Learn to spell high frequency words: *the, went.*	*What comes next?* Say the sentence again. *I went to the park. 'Went' is a new word so I must make sure I leave a space. Can you hear the phoneme at the beginning of 'went'. Let's say it together.* Emphasise the initial phoneme. *You were good at helping Pip hear the initial phonemes earlier, can you do it for 'went'?* *Do you know which letter represents that phoneme?* The children can have a go at finding it on their alphabet strip.

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Session 7: Tuesday

Teaching points	Activities/teaching prompts or script
Fast Finisher Learn letter name and formation for **c**.	**Quick activity: handwriting** *Can you remember the initial sounds that Pip had trouble with?* Show children the cat. *Pip called this a bat. Which phoneme should he have said at the beginning?* The children watch as you write letter *c* on the board. Talk about what you are doing. *Now you can have a go at writing the letter 'c' on your whiteboards.* Watch as the children do this, and correct any mistakes.
Take Away Sort pictures by initial sound.	**TA:** *What did we learn today?* **Ch:** *We learned to hear and say the phonemes 'c' and 'h', and how to use sounds and letters we know when we are writing words.* **Ch:** *What will we take away?* **TA:** *Here are some pictures for you. Some of the things begin with 'c' and some with 'h'. You are going to take them away and sort them out.*

Session 8: Wednesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	***All:*** *What did we learn yesterday?* ***Puppet:*** *We learned to hear and say the phonemes 'c' and 'h', and how to use sounds and letters we know when we are writing words.* **Ch:** *What are we learning today?* ***TA / Puppet:*** *We are learning to hear, say and write the phonemes and letter names 'c', 'g', and 'h', and how to read words in a sentence.*
Phonics Five Hear and say, read and write the phonemes and letters *c, g,* and *h*.	**Clap Rap** *Do you remember the game played on Monday? We are going to do the Clap Rap again, using different phonemes.* Show letter cards *c, g, h*. *Clap, clap, turn around. Show me a letter and I'll tell you the sound.* The children repeat it. At the end, you show one letter and point to one child to give the answer. Repeat with the other letters. *Clap, clap, play the game. Show me a letter and I'll tell you its name.* The children repeat it. At the end, you show one letter and point to one child to give the answer. Repeat with the other letters. Teach the third line. *Clap, clap, think and frown. Tell me a letter and I'll write it down.* The children repeat it. At the end you show one letter and point to a child who writes it on their whiteboard. Repeat with the other letters.
Text Ten Read on sight: *I went to the park.* Understand that words in a sentence have to make sense.	**Sentence level work** The sentence from yesterday is already written on the board. *Let's read the sentence we wrote yesterday. 'I went to the park.' Can you keep that sentence in your head when I cover it up?* Cover up the sentence. *This sentence has been cut up. I am going to give each of you a word from the sentence and then you are going to see if you can make yourselves into the sentence.* Give out the words. Help each child to read their word. The sixth child has the full stop card. *You are going to wait with Pip. You can check the sentence and decide where the full stop should go.* The children make the human sentence. Help the sixth child to read and decide where the full stop should go. Read the sentence together. *Does it make sense? Does anyone need to move?* Check the human sentence against the one written on the board.

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WEEK 2 SESSION 8

Session 8: Wednesday

Teaching points	Activities/Teaching prompts or script
	Re-read the sentence together. *Remember to hold it in your head.* *Now you can have a go at sorting out your own sentences.* Give each child an envelope with the cut-up sentence, and a sentence board (A4 card in contrasting colour). *Look at your words, and make a sentence by putting them into the right order on your sentence board. Read your sentence to yourself to make sure that it sounds right.*
Fast Finisher and Take Away Model phrased reading of sentences.	**Quick activity: read sentences** *Listen to the way I am reading these words. Read I - went - to - the - park.* Leave gaps between each word, and read in a stilted way. *Now listen again. Read I went to the park. Read fluently so that the sentence makes sense as a whole.* *Which one sounded better? Let's practise reading your sentences like that.* **TA:** *What did we learn today?* **Ch:** *To hear, say and write phonemes and letter names 'c', 'g' and 'h', and how to read words in a sentence.* **Ch:** *What will we take away?* **TA:** *Your own envelopes with the cut up sentence. See if you can put them in the right order on your sentence boards.*

WEEK 2 SESSION 9

Session 9: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear, say and write phonemes and letter names 'c', 'g' and 'h', and how to read words in a sentence.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to identify the phonemes 'c', 'g' and 'h', and to spell the words 'went' and 'the'.*
Phonics Five Identify the phonemes c, g and h as the beginning of words. Distinguish one phoneme from another.	**Which Of Three?** (using fans or letter cards) *Can you remember the letters we wrote at the end of the Clap Rap yesterday?* *Look at your fans, which letters can you see?* (c, g, h) *I am going to say a word. Listen carefully for the first phoneme, and decide which letter you will show me on your fan.* Say castle. The children repeat castle. They choose which letter represents that phoneme and show you. Look at this/ fans, and help the children to try again if they have chosen the wrong letter. For example, *Let's help (child's name) to listen. Let's say the word together.* Repeat for these words: garage, hammer, grandma, curtain, house, cream.
Text Ten Understand that words in a sentence have to make sense. Read and spell the high frequency words went and the. Learn went and the using read it / say it / write it and Look, Cover, Write, Check.	**High frequency words / handwriting** *Pip did his Take Away sentence last night. Can you look at it with me to check whether it is all right?* Show the sentence card with the words stuck on with sticky tack. *I the to went park.* Read the sentence together and talk about what is wrong with it. *What should it say? Can you find went, so that we can put it in the right place?* Re-arrange the words so that the sentence is correct, and re-read together. *We are going to try to remember how to spell 'went' and 'the' today.* *First of all, look carefully as I write it on the board.* Write the word clearly so that all the children can see it. *Can you read it?* The children all read the word out loud. *Now look carefully at the word 'went'. Close your eyes and think about what it looks like.* Rub the word off the board. Give the children a chance to try writing the word in the air with their finger, or tracing it on someone's back with their finger, so that they get used to the movements. *Now you are going to have another look at the word, so that you can remember how to spell it.* Write the word again, give time for the children to look before covering it up. *Imagine you have got a big pot of paint and you are going to paint the word on a big white wall. Take your paint brush and start to write the word. What is the first letter, what comes next? If you are not sure, open your eyes and remind yourselves.)* *Now try writing 'went' on your whiteboard.* Each child has a go independently. When they have finished, uncover the word. *Continued on next page*

Session 9: Thursday

Teaching points	Activities/teaching prompts or script
	Look carefully at what you have written, and check that it is the same as the one on the board. (If the children have made mistakes, help them to identify which bit they got wrong. Help them to look carefully at that part of the word.) *Now try writing 'went' three more times. When they have finished, help them to check each word.* Repeat this for *the*.
Fast Finisher and Take Away Reinforce spelling of own names.	**Quick activity: Writing Flap Cards** Give each child a Writing Flap Card with their own name, *went* and the already written under the flap. *Look at the words that are written. Can you read each word?* *This is what you are going to take away so that you can practise spelling 'went' and 'the'.* *Let's have a go at using it to remember the spellings of our names.* Give time for the children to write their name and check the spelling. **TA:** *What did we learn today?* **All:** *To identify the phonemes 'c', 'g' and 'h', and to spell the words 'went' and 'the'.* **Ch:** *What will we take away?* **TA:** *Your Writing Flap Cards so that you can practise writing 'went' and 'the', and try to remember how to spell each word.*

Session 10: Friday

Teaching points	Activities/teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to identify the phonemes 'c', 'g' and 'h', and to spell the words 'went' and 'the'.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to match phonemes with letters, and to write a sentence about something we have done.*
Phonics Five Identify phonemes in initial position. Recognise and read *s, c, g, h,* and match the phoneme with the correct letter.	**Play Please Tidy My Things** *Pip has been trying to tidy up his things, but just look at the mess he has made! We are going to try to help him sort them out and put them away in the right places.* Seat the children in a circle with a pile of objects / pictures in the centre and four boxes clearly marked with the letters *s, c, g, h.* (Do not say the letter names / phonemes on the boxes as you did when you played this game last week, let the children think about this themselves.) *Choose two things from the middle, and then we will take it in turns to tidy our things into the right box.* Each child says the name of one object, identifies the initial phoneme and matches it with the right letter on one of the boxes. Objects / pictures: cat, card, car, hammer, hand, hat, glue, goat, glove, scissors, sock, star.
Text Ten	**Guided Writing** Before the session, prepare six strips of paper, each with one end folded in to make a 'surprise' lift-the-flap sentence strip for each child. Make another, larger one and write the sentence you wrote yesterday onto the strip, covering the final word with the flap. *Pip has made his sentence into a surprise book.* Show the children the sentence strip with the word *park* hidden under the flap. On top of the flap is a picture of the park, to give a clue about the surprise word. Read the sentence together, guess the hidden word, check under the flap, and re-read.
Use 'talk for writing' to collect and refine ideas before writing. Use experience of simple recounts as models for own writing. Use known words in independent writing: *went, the*	*You are all going to make a surprise book today.* Give each child a sentence strip like Pip's. *First of all, you will need to decide what your surprise place is going to be.* Give the children time to talk about this, and offer suggestions if needed (e.g. *I went to the shops / seaside / playground / pond / zoo*, etc.) Help them to form it into a simple sentence. *We will write our first word together. Remember to use a capital 'I'.* Check that the children are starting to write in the correct place. *Continued on next page*

Session 10: Friday

Teaching points	Activities/Teaching prompts or script
	The next word is 'went'. You should remember that one because we were learning it yesterday. Have a go at writing it on your own. *Think about the initial phoneme in 'to'. Can you remember what the other letter in 'to' is? Have a go at writing it on your own.* *The next word is 'the', the other word we have been learning to spell. See if you can remember it. Check that it looks right.*
Apply knowledge of letter–sound correspondence to attempt to spell words.	*Re-read your sentence to yourself. What was the last word that you wanted to write? This is the word that will go under the flap. Lift up the flap and have a go at writing your word.* Encourage the children to say the word, identify the initial phoneme and see if they can find it on their alphabet strips. *Remember how you worked out the initial phoneme when you were helping Pip to tidy his things. You said the word and listened carefully for the initial phoneme. Now you can do the same thing to help you spell the word.* Once they have had a go, scribe the word underneath if necessary, talking to each child about which letters are right, etc. (Other children could be drawing their picture on the top side of the flap while they are waiting for you.)
Fast Finisher and Take Away	**Quick activity: read the surprise sentences and review the week** Each child can take a turn to read their sentence, let the others guess the missing word, uncover the word and re-read.
Review and apply learning.	**TA:** *Who can remember some new things we've learned this week?* Take ideas from the children. **TA:** *We've been learning how to write about things that we have done. It was useful to learn 'went' and 'the' because then we could spell them when we were writing sentences.* **Ch:** *What will we take away?* **TA:** *You can take away your 'surprise' lift-the-flap sentence strips. Find someone at home to read it to. You could add a picture to give a clue about what is under the flap.*

Week 3

WEEK 3 SESSIONS 11–15

Teaching assistant: Preparation and resources for this week

Session 11: Monday

Collect objects / pictures for the bag.
Select a big book version of 'Goldilocks'.
Make copies of 'Goldilocks' pictures for each child.

Resources

Letter *d* card.
Pictures / objects: dog, dish, disk, bed, bird, wood.
Big book (plus stand and pointer), e.g. *Goldilocks and the Three Bears* by Janet Hillman. Kingscourt.
Line drawings from the story as props for re-telling (PCMs, p. 196).
Alternatively, use copies of a book with no text, e.g. *Goldilocks and the Three Bears* by Keith Gaines. Oxford Literacy Web. Starter Stage. Pack A. OUP.

Session 12: Tuesday

Copy 'Goldilocks' pictures.
Prepare Writing Flap Cards for *this*, *is*, and *a*.

Resources

Pictures / objects: chair, cheese, chip, peach, beach, church.
Three-phoneme frame on board.
Line drawing of Goldilocks and three beds (Goldilocks is pointing to the big bed), one for each child (PCM, p. 197).
Alphabet strips (one between two children).
Magnetic letters (*b*, *e*, *d*) and three-phoneme frame, one set for each child.
Writing Flap Cards for *this*, *is* and *a*.

Session 13: Wednesday

Collect the hoop and objects / pictures.
Copy of sentence written yesterday.
Second copy of sentence written yesterday, to cut into individual words.
Prepare envelopes with cut-up sentences for each child.

Resources

Hoop.
Objects / pictures: lollypop, lemon, lorry, leaf, bail, shell, bell, wheel, letter, doll, peg, sock.
'Goldilocks' picture with sentence.
Large copy of sentence to cut up.
Envelopes with cut-up sentence, one for each child.
Six sentence boards.
Six whiteboards and markers.

Session 14: Thursday

Prepare flaps with *ch* and *d* for each child.
Make individual copies of the 'Goldilocks' picture (PCM, p. 196).
Prepare sets of quick-fire words: copy pairs of words from PCM, pages 191–195, and put them in named envelopes.

Resources

Pair of cards with *ch* and *d* for each child.
Phoneme frame on whiteboard.
Picture of Goldilocks next to a bed, with speech bubble – one for each child (PCM, p. 197).
Alphabet strips.
Quick-fire words in envelope – two of each word for every child: *went, this, is, a, dog, she, my*.

WEEK 3 SESSIONS 11–15

WEEK 3 SESSIONS 11–15

Teaching assistant: Preparation and resources for this week

Session 15: Friday

Collect the objects / pictures for the game.
The class teacher will select a Guided Reading text.

Resources

Pip's 'treasure chest' and bin.
Picture cards: bail, bell, shell, doll, wheel, peach, church, beach, bird, bed, wood, cloud, red, bread.
Guided Reading books selected by the class teacher (from Book Bands 1–2).

Session 11: Monday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**Alt:** *What did we learn on Friday?* **Puppet:** *We learned to write a sentence about something we had done.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear phonemes at the beginning and end of words... also, to guess a word by hearing what sounds right in a sentence and checking the first letter.*
Phonics Five Hear and say it in initial and final position.	**Play Mood Sounds, then Croaker using Pip** Show letter card d. Say the sound in three different ways. (happy, angry, shyly). *Pip-u getting sounds muddled up. Listen to what he says. What is wrong with each sound?* Take the objects / pictures out of the bag. Pip says the wrong sound, and the children correct him. dog (hog) dish (fish) disc (whisk) bed (bess) bird (bird) wood (wool) *Sometimes it was the first sound and sometimes it was the final sound that he got wrong.* Have each object / picture on the table and look at it again. *Was it the first or final sound with this one?*
Text Ten Introduce the phrase traditional story.	**Shared Reading: 'Goldilocks and the Three Bears'** Point to each word as you are reading to reinforce one-to-one correspondence. Read at a brisk pace, stopping only where there is a teaching point. (The following prompts refer to an example text – Goldilocks and the Three Bears, by Janet Hillman, Kingscourt. They can be adapted to other versions of 'Goldilocks'.) *Today we are going to read a traditional story.* Show the cover of the book. *Does anyone know what it is called?* The children predict. *What can you see in the picture?* Read the title.
Reinforce tracking text left to right, top to bottom, page by page.	*How does a traditional story start? Where shall I start reading?* Begin the story, and stop at the end of page 2. *How do I know where to read next?*
Use context cues and initial sounds. Use pictures, initial sounds and matching with repeated words.	Read on to page 3. Read: *There was a middle sized ...*, then pause. *What is the next word?* The children use their knowledge of context and initial sound to guess the word. Re-read the whole sentence. Repeat with *And there was a teeny weeny ...* Point to the pictures, check the initial sound.
Using the context of the sentence to guess a word.	Read on to page 5. Stop after *a middle sized ...* Ask: *Can you predict what the next word will be?* The children use the pictures, and match with the word chair on the previous page. Repeat with *teeny weeny ...* *Continued on next page*

Session 11: Monday

Teaching points	Activities/Teaching prompts or script
	Read page 6. Encourage the children to join in with page 7. After reading, ask: *How did you know that said 'bed'?* (Point to the word.) Talk about using the picture, matching with the word bed on the previous page, and the initial sound. Read pages 8 and 9. At the end of page 9, stop and ask: *Who is going to appear next?* Get the children to predict and then turn the page. *Were you right?* Read pages 10 and 11. Read page 12 up to *But it was much too hot.* Encourage the children to join in and read on to the final sentence. Stop at: *So she ate it all ...* Ask: *Can you work out the last word?* Re-read the sentence using the children's suggestions. *Does the sentence sound right?* *Sometimes we can guess words by listening to a sentence and deciding whether it makes sense. Does up make sense in this sentence?* Re-read the whole sentence together. Read page 14. *What did Goldilocks see?* (three chairs). Read the sentence, pointing at the words. Encourage the children to join in with the great big chair. Read *But it was too high.* Read page 15, encouraging the children to join in. Read page 16. *What did Goldilocks see?* (three beds). Read the sentence, pointing at the words. Encourage the children to join in with the great big bed. Read *But it was too hard.* Read page 17, encouraging the children to join in.
Reinforce learning: use a variety of cues when reading.	Turn over to page 18. *Who's come back from the woods?* Read pages 18–26, encouraging the children to join in and change their voices as the different characters speak. Read pages 25 and 24 to finish the story. *Do you think that Goldilocks will ever want to come back to the woods again?* *Well done! We've read the whole book. We pointed to each word as we were reading. We guessed words by looking at the pictures and checking the first letter.* *We thought about whether a word made sense in a sentence.*
Fast Finisher and Take Away Re-tell a story in your own words.	**Quick activity: re-tell the story** The children are likely to want to talk about the story. Aim to structure their talk so that each child has a turn to re-tell one page of the 'Goldilocks' story for Pip, to help him remember how it goes. **TA:** *What did we learn today?* **Ch:** *To hear sounds at the beginning and end of words, and to guess a word by hearing what sounds right in a sentence and checking the first letter.* **Ch:** *What will we take away?* **TA:** *You can take away these pictures from the 'Goldilocks' story. Use them to help you remember the story so that you can tell it to someone else.* (As alternatives, they could use simple props or a word less book.)

Session 12: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear the phoneme 'ai' in a word, and we learned to make a guess when you are stuck on a word.* **Ch:** *What are we learning today?* **Puppet:** *We are going to learn to hear the phoneme 'ch' in a word, and to use the sounds we know when we write words in a sentence.*
Phoneme Fire Hear and say *ch* in initial and final position. Identify and write phoneme *ch*. Know that two letters can represent one sound.	**Play Alien Game, then Phoneme Frame / Sound Buttons** *Pip keeps leaving bits out of words when he speaks. Can you help him to get it right?* Show a picture. Pip says the word, leaving the initial *ch* out: *chip, chair, cheese.* Show *church*. Pip says *chur. Well done, you've taught him how to say the initial sound. But now he's leaving out the final sound.* Repeat with: *beach, peach.* Picture cards: *chip, chair, cheese, church, beach, peach.* Write the word *chip* on the board, using a phoneme frame. Say the sounds in each box on the frame with the children using the sound buttons. *What do you notice about the first phoneme? Two letters make one sound.*
Text Ten Use 'talk for writing' (thinking about what to say before you write). Use the term *sentence*. Recognise the words *this, is, a*.	**Shared Writing** Show the children a picture of Goldilocks and the three bears. *What would Goldilocks say when she saw this bed?* (Point to the big bed.) Take the children's ideas, then confirm: *She could say 'This is a big bed'.* *I am going to write that sentence. Where shall I start writing on the board?* Write *This*. Write *is*. Explain why you are leaving a gap between the words – because it is a new word. *Now I want to write a. Can you point to the letter I need on your alphabet strip?* Write *a* next. Remind the children that you are leaving a gap between each word. Read the sentence so far, encouraging the children to read with you. *What is the next word that I need to write?* Look back at the picture of the big field. *What sound can you hear at the beginning of 'big'? Can you point to the letter that I need on your alphabet strips?* Write *b*, and then talk about the next sound. *i*. Write it up. *What is the final sound that you can hear in 'big'?* Help the children to hear, and then point to the *g* on their alphabet strips. Write the letter *g* at the end of the word. *Continued on next page*

Session 12: Tuesday

Teaching points	Activities/Teaching prompts or script
Understand the difference between a sentence and a word. Segment the phonemes in a word to help with spelling.	*Now we are going to write the last word in this sentence.* Re-read the sentence so far. *The last word is 'bed'.* Encourage the children to say the word, listening for the phonemes. Each child has magnetic letters and a phoneme frame. *Find the letters you need to spell 'bed'.* *Write bed* on the board. Help the children to correct their phoneme frame, if necessary. Read the whole sentence together, pointing to the words as you read.
Fast Finisher and Take Away Read and spell the high frequency words *this, is, a*.	**Quick activity: Writing Flap Cards** *There are some new words written under the flaps on your cards today. Can you read the words?* Give time for the children to read the words *this, is, a*. *You are going to have a go at learning to spell these words.* Practise looking carefully at one, remembering the letters, covering it up, writing it and then checking it. **TA:** *What did we learn today?* **Ch:** *To hear the phoneme 'ch' in a word, and to use the sounds we know when we write words in a sentence.* **Ch:** *What will we take away?* **TA:** *You can take away your Writing Flap Cards and try to remember how to spell each of the words hidden under the flaps.*

Session 13: Wednesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear the phoneme 'ch' in a word, and to use the sounds we know when we write words in a sentence.* **Chs:** *What are we learning today?* **TA / Puppet:** *We are learning to hear the phoneme 'l' in a word, and how to order words in a sentence.*
Phonics Five Discriminate the phoneme *l* in initial and final position.	**Play Throw It in The Hoop** The children sit in a circle on the floor. Each child has one or two objects. There is a hoop or basket in the middle. Objects / pictures: lollypop, lemon, lorry, leaf, ball, shell, bell, wheel, letter, doll, and 'red herrings' peg, sock. *Throw in the first object (a letter). If you think that you have something that starts with the same sound, throw it in the hoop. Look at each object, and check whether they have an /l/ at the beginning.* *Repeat with another object. Throw a doll into the hoop. If you think that you have something with the same sound at the end of the word, throw it in the hoop.* *Look at each object and check the final phoneme by saying the word. Does it sound the same?*
Text Ten Understand that words in a sentence have to make sense. Model phrased reading of a sentence. Read on sight: *this, is, the, big.*	**Sentence level work** *Put a copy of the picture you used yesterday on the flip chart, with the sentence written underneath (This is a big bed.) Here is the picture that we saw yesterday. Do you remember that we wrote the words?* *Read the sentence together. Now hold the sentence in your heads, because I am going to cover it up.* *Cut up another copy of the sentence and give one word to each child. Ask the sixth child to work with Pip. Their job is to check that the sentence makes sense.* *Can you make yourselves into the sentence?* The children get up and sort themselves out, checking against the sentence on the board. *Read out the human sentence with the sixth child. Ask: Does it sound right?* *Check with the whole group and make changes if needed.* *Pip is going to read the sentence that you have made. Listen carefully to the way he reads it. Read word by word in a stilted way. Shall we help him to read it more fluently?* Read the whole sentence again. Give each child an envelope with a copy of the cut-up sentence, and a sentence board. *Sort out the words by putting them into the right order on the sentence board. Read it to yourself to check that it makes sense.* Help each child to put the words into the correct order, encouraging them to check by reading the sentence as a whole. *Continued on next page*

Session 13: Wednesday

Teaching points	Activities/Teaching prompts or script
Fast Finisher and Take Away *Review of learning.* *Form letters correctly: b*	**Quick activity: letter formation: b** *Can you remember this word from our sentence? Show big, and read it together.* *Say the sound /b/. How do we write the letter that makes that sound?* *The children watch as you write a letter 'b' on the board.* *Each child quickly practises writing 'b' on their whiteboard, as you watch. Help the children to correct any mistakes they might be making (e.g. writing 'd' instead of 'b').* **TA:** *What did we learn today?* **Chs:** *To hear the phoneme 'l' in the initial and final position, and to make sure words in a sentence make sense.* **Chs:** *What will we take away?* **TA:** *Your envelopes with the words from our sentence, to see whether you can sort them out on your own.*

Session 14: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear the phoneme 'l' in a word, and how to order words in a sentence.* **Ch:** *What are we learning today?* **Puppet:** *We are learning to hear the phonemes 'ch' and 'd' at the end of a word, and to use the new words we've learned when we write a sentence.*
Phonics Five Hear the difference between two final phonemes.	**Play Which Of Two?** Give each child two cards or fans with *ch* and *d*. Talk about the sounds and remind the children that two letters can make one sound. Show the three-phoneme frame and point to the last box. *This is the sound we are listening for.* For example, *If I say teach, do I need 'ch' or 'd' at the end of the word? What can you hear? Hold up one of your cards.* Check that each child has chosen the *ch* card. Play the game: read out words. Each time, the children need to listen to the word and hold up a card or fan with the final phoneme. Read these words: *bird, cloud, cried, bread, red, pinch, beach, church, peach, search.* If the children are having difficulty, repeat the word and then segment it into phonemes. For example: *peach … p-ea-ch. Which phoneme can you hear at the end? Is it a 'd' or a 'ch'?*
Text Ten Think about what you want to write before you start writing (mental rehearsal).	**Write using high frequency words** Give out pictures of Goldilocks pointing to the bed, with a speech bubble. Talk about what they can see in the picture. *Can you remember what Goldilocks was saying?* *'This is a big bed.'* *You are going to write that sentence in the speech bubble.*
Learn to spell high frequency words *this, is, a, big*.	*The first word in the sentence is 'This'.* Write *This* on the whiteboard. The children look at it carefully and try to remember it. Cover it up. The children then have a go at trying to write in their speech bubble. Uncover the word, and the children check that they have written it correctly. *What will we write next?* Repeat with the word *is*. *Which word do we need next?* Read *This is* with the children, encouraging them to point to each of the words that they have written. *Now we need 'a'.* Children either write from memory, or find the letter on the alphabet strip and then write it. Support individuals as they do this.
Segment words and identify phonemes to help with spelling. Expect writing to make sense.	Re-read the sentence so far and talk about what else they need to write. *We need to write 'big bed'.* The children say the words, identify the sounds and use their alphabet strips to help them write the sounds that they can hear. Remind them to leave a space between the words as they write, or praise them if they remember to do this themselves.

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Session 14: Thursday (continued)

Teaching points	Activities/Teaching prompts or script
	Each child reads back the whole sentence that they have written. *We've finished what we want to say. How do we show that it is the end of a sentence?* Add a full stop to the end of the sentence.
Fast Finisher and Take Away Read and spell high frequency words: *this, is, a, big*.	**Play Quick-fire Words** *We are going to play a new game called Quick-fire Words to help us to remember some spellings.* Show the children a word on a card. Ask them to read it out loud, then try to remember it. Then they either write it in the air with their finger, or trace it on someone's back to practise the movements. Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. Practise *this, is, a, big*, in this way. **TA:** *What did we learn today?* **Ch:** *To hear the phonemes 'ch' and 'd' at the end of a word, and to use the new words we've learned when we write a sentence.* **Ch:** *What will we take away?* **TA:** *You can take away a set of quick-fire word cards in an envelope. You can play Matching Pairs or Snap with these words.* Give the children time to look at the words. Help them to read them: *went, this, is, a, big, the, my*.

Session 15: Friday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear the phonemes 'ch' and 'd' at the end of a word, and to use the new words we've learned when we write a sentence.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to sort out the phonemes 'ch', 'd' and 'l' at the end of a word, and how to work out words when we are reading on our own.*
Phonics Five Hear the difference between final phonemes *d, ll, ch*	**Play Rubbish Or Treasure?** The children each have objects / pictures. Pip is in the centre with a bin on one side and a 'treasure chest' on the other, next to him. *Pip is collecting words that end with the final phoneme 'l' to put in his treasure chest. Look at your object / picture. Does Pip want it, or should it go in the bin?* The children take it in turns to say the word and decide whether to give it to Pip to put in the chest, or put it in the bin (if it ends with a different phoneme). At the end of the game, check the contents of the bin and Pip's collection. Is everything in the right place? Objects / pictures: ball, bell, shell, doll, wheel, peach, church, beach, bird, bed, wood, cloud, red, bread.
Text Ten Using context cues (from knowledge of the story, and looking at the pictures); expect writing to make sense. Point while reading, making one-to-one correspondences between spoken and written words.	**Guided Reading** The class teacher selects a text from the appropriate Book Band for the group (probably Bands 1–2). Ideally this will be a book based on 'Goldilocks', or will have the repeated phrase *This is a ...* The following example is based on *Somebody's Been Eating My Porridge!* by G Budgell and K Ruttle, Cambridge Reading, Preparing to Read. CUP. The notes can be adapted to other texts. **Book introduction:** Show the children a copy of the book. Look at the front cover. *Do you remember what the Baby Bear said when he saw that the bowl was empty?* Take the children's suggestions and then point to the words: *Somebody's Been Eating My Porridge!* Look at the back cover. Point to the speech bubble. *Do you remember that we wrote a speech bubble. Who's talking this time?* (Baby Bear.) *What did he say when he looked at his bed?* Read and point to the words *Somebody's been sleeping in my bed.* Look at the first page together. *The bears are coming back after their walk. What has happened while they have been out?* Look through at each of the pictures to prepare the children for reading *porridge, chair, bed.* *Continued on next page*

Session 15: Friday (continued)

Teaching points	Activities/Teaching prompts or script
Use phonic knowledge when reading.	**Strategy check:** *How can we check that we are reading each word? We need to point to each word as we are reading. What can we do to help us to guess words if we are stuck? We can use the pictures to help us.* **Independent Reading:** The children each have a copy of the book. Encourage them to point to each word as they read, and to look at the pictures to remind them what the bear is saying. Listen and offer support as they read. **Return to text:** Comment on the children's reading. *Well done, you remembered to point to each word. Or: Some of you were running out of words when you read. Let's look at one of the sentences again.* Look at pages 6 and 7. Ask all the children to read the sentence with you, pointing to each word. *Can you find the word 'my'?* The children point to the word. *Can you find the word 'bed'?* The children point. If they point to bed instead of bed, talk about the final sound in bed and then get them to look again. *Think about the final phoneme in 'bed' – that's what you were doing earlier when you helped Pip to sort out the treasure.*
Fast Finisher and Take Away Review and apply learning.	**Review of the week** **TA:** *What did we do this week? What new things have you learned this week?* Encourage the children to think about what they have learned as well as things they have done. **TA:** *It is useful to identify the final phoneme in a word, because it can help you to read new words. If I'm not sure of a word, I can work it out using the initial phoneme, and then check whether it is right by thinking about the final phoneme.* **Ch:** *What will we take away?* **TA:** *You can take away your speech bubble and read it to someone. You can colour in the picture! You can also take your reading book home. Find somebody at home to read it to.*

Week 4

Teaching assistant: Preparation and resources for this week

Session 16: Monday

Collect objects / pictures for the game.
Find examples of action / counting songs (suggestions in script).
Prepare a small version of the song, each verse on separate cards, for each child.

Resources

Pip's 'treasure chest' and bin.
Objects / pictures: ten, pin, pan, man, sun, pen, peach, beach, church, bird, bread, cloud.
'Five Little Ducks' – or action song, with illustrations, each verse on a separate A4 card (PCM, pages 198–202).
Repositionable notes (for covering words).
Small version of the song for each child (PCM, pages 198–202).

Session 17: Tuesday

Write up lines 2–4 of Pip's song.
Make copies of large quick-fire word cards and add extra pairs of cards to the children's envelopes.

Resources

Phoneme frame on flip chart / whiteboard.
Cards with letters (three of each) *ck / n, ch / d, l / s*.
Words of lines 2–4 of the new version of the song already written out on the whiteboard / flip chart, covered up at the start of the session.
Cards with quick-fire words: *day, away, said, went*.
Individual whiteboards and pens.
Sets of quick-fire words on cards in envelopes for each child (two of each word): *went, this, is, a, big, the, my, day, away, said* (PCM, pages 189–192).

Session 18: Wednesday

Prepare objects / pictures for the game.
Display writing (new song) written yesterday, with the first line written on separate cards and muddled.
Cut off the first line from the children's copies of the verse, then cut up the line into separate words.
Copy the rest of the first verse for each child.

Resources

Four cards with letters / digraphs *n, ck, d, ch* written on them.
Objects / pictures: duck, clock, sock, brick, sack, tick, ten, pin, pan, man, sun, pen, peach, beach, church, bird, bread, cloud.
Big version of verse 1 of Pip's song, with the first line muddled.
Muddled words with sticky tack on back (*Five / little / Pips / went / hopping / one / day*).
Small version of verse 1 with the first line cut up into separate words, in envelope (one for each child).
Individual whiteboards and pens.

Session 19: Thursday

Label six boxes with *ck, n, ch, l, d, s*, and collect the objects / pictures.
Write out the new verse 1.
Prepare Writing Flap Cards for *said, day, away*.

Resources

Six small boxes with *ch, ck, n, ll, d, s* stuck onto them.
Set of objects / pictures: duck, clock, sock, brick, ten, pin, man, sun, pen, peach, beach, church, bird, bread, cloud, mouse, bus, sweets, house, bell, shell, bell, doll.
Large version of the new verse 1 of the song.
Repositionable notes for covering words.
Magnetic letters: selection including *d, a, y, w*.
Individual whiteboards and pens.
Writing Flap Cards for each child with *day, away* and *said* written under the flaps.

WEEK 4 SESSIONS 16–20

Teaching assistant: Preparation and resources for this week

Session 20: Friday

Write up words with missing final phonemes (see Resources list).
Prepare song sheets (verse with first line blanked out) for each child (PCM, pages 206–207 or own version).

Resources

Magnetic letters and board.
Unfinished words: *sup, sock, bus, had, ball, rich, pen, duck, his, and, bell, much.*
Song sheets for each child, with space to write first line, and rest of verse written on already.
Alphabet strips.
Writing materials.

Progress Check

By the end of the week the children will be one third of the way through the programme. There is a Progress Check for the teacher to use, which this will form the basis of a discussion between you and the class teacher. This will provide an opportunity to monitor the progress of individual children and talk through any issues that may have arisen.

WEEK 4 SESSION 16

Session 16: Monday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned to work out words when we are reading on our own.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear the phoneme 'n' at the end of a word, and to find out about words that rhyme.*
Phonics Five Hear and say *n* (new phoneme), *ch* and *d* (building from last week) in the final position.	**Play Rubbish Or Treasure?** The children each have two pictures / objects. Pip is in the centre with a treasure chest and bin next to him. *Do you remember playing this game on Friday? Pip was collecting things for his treasure chest which had the same sound ... but was it at the beginning or end of the word?* *It was at the end.* *Look at your picture or object and say the word. Listen carefully to the final sound.* *Today Pip is collecting words for his treasure chest which have the final phoneme 'n'.* Practise saying the *n* phoneme together (make sure the children are not confusing it with *m*.) *Does Pip want your object / picture in the chest or does it go in the bin?* The children take it in turns to say the word and decide whether to give it to Pip, or put it in the bin (if it ends with a different sound). At the end of the game, check the contents of the bin and Pip's collection. Is everything in the right place? If necessary, help the children to say the words, segment the phonemes and identify the final phoneme, e.g. *man, m-a-n, the final phoneme is 'n'.* Objects / pictures: ten, pin, pan, man, sun, pen, peach, beach, church, bird, bread, cloud.
Text Ten Echo rhyme through action songs. Join in with repeated refrains. Listen for rhymes.	**Shared Reading: counting / action songs** Examples are: 'Five Little Ducks', 'Five Currant Buns', 'Five Fat Sausages'. Start with a couple of counting action songs that the children know quite well. Sing or say the songs together, adding actions to help them to remember the words. (Do this without the text at first.) *Could you hear any words that rhymed in that song?* Look together at a written version of one of the songs, with pictures or props to help the children identify the song. *Which song do you think this is? Look at the pictures. How many ducks can you see?* *This is the first verse of 'Five Little Ducks'. Let's sing it together while I point to the words.* *Where shall we start?* The children point to the word *Five*. *Continued on next page*

Session 16: Monday

Teaching points	Activities/Teaching prompts or script
Reinforce tracking text left to right, top to bottom.	Sing the first verse together. *Did you notice any words that rhymed?* If the children do not suggest it, re-read the first two lines. *Which word rhymes with 'day'?* Underline the word *day*. *Can anyone point to the word 'away'?* Underline *away*.
Use knowledge of rhyme to help when reading an unfamiliar word. Continue a string of rhyming words. Use knowledge of rhyme to help when reading an unfamiliar word.	*Can you think of any other words that would rhyme with 'day'?* Encourage the children to play with the rhymes, making up both real and invented words that would rhyme, e.g. *bay, may, play, say, tray, pay.* *Let's try out one of these words in the song; will it make sense?* Sing the first two lines again, substituting for *day* a word suggested by one of the children. *Does it sound right?* Sing the second verse, using printed text, but cover up the word *back*. *We sang 'back', but look, this word is covered up. How did we know what to sing?* *Which word does it rhyme with? Quack.* *Can you think of any other words that would rhyme?* Collect suggestions, helping the children to listen carefully to check whether the words rhyme. Sing the rest of the song, pointing to the words on the printed version. Pause at the rhyming words for the children to add the words that they know.
Fast Finisher and Take Away	**Quick activity: order the verses of the song** Each child has one verse of the song on a card (which includes pictures). *Can you sort yourselves into the right order, and then sing your verse?* Encourage the children to look at the pictures each time. *The song starts with five ducks, then four and so on. ... We can use that to help us sort out the verses.* Sing the song together. **TA:** *What did we learn today?* **Ch:** *To hear the phoneme 'n' at the end of a word, and to find out about words that rhyme.* **Ch:** *What will we take away?* **TA:** *You can take away a set of cards with the verses of the song.* Sort out the cut-up cards, with the verses of the song, into the right order (using the pictures of the number of ducks to help). Sing the song, pointing to each verse as you sing.

Session 17: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear the phoneme 'n' at the end of a word, and to find out about words that rhyme.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to recognise the phoneme 'ck' at the end of a word, and how to make up our own song.*
Phonics Five Introduce the final phoneme *ck*. Recognise and read phonemes, practise phoneme–grapheme correspondence: *ck, n, ch, d, l, s.*	**Play Phoneme Frame / Sound Buttons, then Noisy Letters** Say the word *back (b a ck)* together, and count the number of phonemes. Write the word *back* on the board using a phoneme frame. Say the phonemes in each box of the frame with the children, using the sound buttons. Look at the final phoneme. *Sometimes when we have the phoneme 'k' at the end of a word, we use two letters to make one phoneme. Which two letters do we use?* Letters / digraphs are written on cards: *ck / n, ch / d, l / s.* Starting with the first pair of letters, give three children *ck* cards, and the other three *n* cards. The children look at their card then hide it behind their backs. They make the sound of the phoneme until they are grouped with the others making the same sound. Check the cards to see whether they are in the right groups. Can the group think of a word that ends with their phoneme? Repeat for the other pairs of letters.
Text Ten Use children's experience of poems as a basis for shared composition. Use 'talk for writing': thinking about what you want to say before writing and discussing with others.	**Shared Writing: a line for a song** *Pip enjoyed your singing so much yesterday that he would like you to make up a song about him and his brothers and sisters.* Talk about using the same idea as the 'Five Little Ducks' but changing it so that it is about Pip. *We could start it: 'Five little Pips went ... ' Pips can't swim, so how do you think they went? How about 'hopping'?* Encourage the children to suggest their own ideas here, and try out different actions. Decide on one idea and practise saying the sentence: *Five little Pips went hopping one day.* *I am going to write the first line of our song. Where shall I start writing?* Involve the children in pointing to the right place on the board. *The first word is 'Five'. What sort of letter shall I use at the beginning?* Write *Five*. *Now little. Who can hear the first phoneme? How do we write it?* Encourage the children to use an alphabet strip if needed. *Now I am going to write 'Pips'. Let's see if we can hear the first phoneme.* *Continued on next page*

WEEK 4 SESSION 17

Session 17: Tuesday (Assessment)

Teaching points	Activities/Teaching prompts or script
Remember how to spell *went*.	*Next I want to write 'went'. Who can remember how to spell 'went'? It is one of your quick-fire words, so you should be able to remember it.* Re-read together the line so far: *Five little Pips went ...*
Identify the initial phoneme and segment the phonemes for spelling.	*I want to write 'hopping'. The first part of the word is 'hop'. Let's segment that word: 'h-o-p'. What is the first phoneme you can hear? Write h. Then there's 'o'. Write o. What is the final phoneme? Which letter do I need? Write p. That says 'hop'; now I will add another 'p' and 'ing' to finish the word.*
Introduce the spelling of *one* and *day*.	*The next word is 'one'. This is a tricky word, watch carefully as I write it.* *What's the next word that I need to write? What sound can you hear at the beginning of 'day'? Can you point to it on your alphabet strip?* *Now we need to write 'a' and 'y' to spell the rest of the word.*
Continue a rhyming string.	Uncover the rest of the verse (already written, but with missing words): *Over the hills and far away,* *Mummy Pip said, ...* *But only four little Pips came back.* Read the whole verse. *Look, there are some words missing. What is Pip saying? Let's think of something else instead of 'Quack'. Can you think of a word that would rhyme with 'back'?* Encourage the children to make up their own rhyming words, and choose the one that you all agree sounds best. (This could be a made-up word.) For example: *I think 'snack' sounds good. I will write it into the gaps. Which two letters do I need to write at the end of the word? (It is like the noisy letters we did earlier – two letters, one phoneme.)* Write the word in, emphasising that the last three letters – *-ack* – are the same as *back*. Sing the finished verse together, pointing at the words as you sing.
Fast Finisher and Take Away Read and spell high frequency words *day, away, said, went.*	**Quick-fire words** *We are going to practise some more quick-fire words today.* Show the children a word on a card. Ask them to read it out loud, then try to remember it. Then they either write it in the air with their finger, or trace it on someone's back to practise the movements. Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. Practise *day, away, said, went*, in this way. **TA:** *What did we learn today?* **Ch:** *We learned to recognise the phoneme 'ck' at the end of a word, and how to make up our own song.* **Ch:** *What will we take away?* **TA:** *Your quick-fire word pack. It has got three new words from today. You can play snap or matching pairs with the words.*

WEEK 4 SESSION 18

Session 18: Wednesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to recognise the phonemes 'ck' and 'tt' at the end of a word, and how to make up our own song.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to identify phonemes at the ends of words, and to read new words in our song.*
Phonics Five Identify the phonemes *n, ck* (new phonemes), *d* and *ch* in the final position.	**Play Jump To The Edge (new game)** Lay down four cards, one at each side of the carpet, with letters / digraphs *n, ck, d, ch* written on them. Put a collection of pictures / objects in the centre (about 18, so each child has two or three turns). *What is the phoneme on each card?* Quickly make the sound together. *Which phonemes have two letters making one sound?* The children stand in the middle of the carpet. They each have a picture or object to hold. *We are going to decide where we need to jump to, by thinking about the final sound in the word that we have got.* Call *Jump to the edge!* The children go to the correct card. Go round, helping the children say the word, identify the final phoneme and check whether they need to jump somewhere else instead! Repeat with different pictures / objects so that each child has two or three turns. Pictures / objects: duck, clock, sock, brick, sack, tick, ten, pin, pan, man, sun, pen, peach, beach, church, bird, bread, cloud.
Text Ten Expect written text to make sense. Recognise significant features of words, e.g. initial or final letter, rhyming strings, to help read high frequency words on sight.	**Sentence level work** Put the words from the new song written yesterday on the flip chart. Write each word of the first line on separate cards and stick these up in the wrong order. The rest of the verse is written correctly. *Do you remember the new song we wrote yesterday? Pip would like to hear it again. Shall we sing it together?* Look at the board. The first line says: *hopping / one / little / day / Pips / went / Five.* Start reading. *Oh dear, that's not right. Pip must be playing a trick on us! Who can remember the order of the words? We'll say the line together: 'Five little Pips went hopping one day'.* *That's better. Now which word should go first? Can you find 'Five'? What is the initial phoneme? And which letter makes the 'f' sound?* One child comes and finds *Five*. *Now we've got 'Five', what is the next word we need?* Say the whole line again with the children, to emphasise that the words need to make sense. *We thought about how to spell 'little' yesterday? Can someone come out and find it?* *Continued on next page*

Session 18: Wednesday (continued)

Teaching points	Activities/Teaching prompts or script
Re-read text to provide context cues to help read familiar words. Expect written text to make sense.	Repeat for each word, every child having at least one turn to come up and put the word on the correct position. Keep re-reading the line to check for sense. *Now all the words are back in the right order. Shall we sing the whole verse together?* Sing through, pointing to the words as they are sung. Give each child an envelope with the cut-up first line and the card with the rest of the words from the first verse. *Can you sort out the words? Look at the words we just sang. Now I'm going to cover them up and I want you to keep them in your head.* Each child has a go at sorting out the words into the correct order, then placing the rest of the verse underneath their first line. Encourage them to re-read the line as they are working to check for sense.
Fast Finisher and Take Away Form letters correctly: *n*.	**Quick activity: letter formation: *n*** Show a picture of the sun. *What is the final phoneme in 'sun'?* Segment the phonemes: *s-u-n*. Emphasise the sound *n*. *How do we write the letter that makes that sound?* The children watch as you write the letter *n* on the board. Each child practises writing *n* on their whiteboards as you watch. Help the children to correct any mistakes they might be making. **TA:** *What did we learn today?* **Ch:** *To identify phonemes at the ends of words, and to read new words in our song.* **Ch:** *What will we take away?* **TA:** *You will take away your envelopes with the cut-up lines from our song. Practise sorting them into the correct order and then singing the first verse of the song.*

Session 19: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to identify phonemes at the ends of words, and to read new words in our song.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to recognise phonemes at the ends of words, and how to read and spell the words 'day', 'away' and 'said'.*
Phonics Five Recognise and read phonemes in the final position, making phoneme–grapheme correspondences: *ck, n, ch, l, d, s*.	**Play Please Tidy My Things** Each child has a box with a different letter or digraph stuck onto it: *ck, n, ch, l, d, s*. *Do you remember that we've helped Pip to sort out his things before? This time each of you are going to have a box. You are going to collect things for Pip that have the final phoneme written on your boxes.* First go round the group, with each child saying the phoneme represented by the letter or digraph on their box: *My box says 'ck'.* Place a selection of pictures / objects in the centre of the table. Hold up one at a time, and say the word. The child who has the correct box has to say *'It's mine because it ends with ....'* If they are right, they can choose another object from the centre, explaining why they have chosen it. Carry on until each child has had at least two turns. Pictures / objects: duck, clock, sock, brick, ten, pin, man, sun, pen, peach, beach, church, bird, bread, cloud, mouse, bus, sweets, house, ball, shell, bell, doll.
Text Ten Use children's experience of poems as a basis for shared composition. Spell high frequency words correctly: *day, said, away*.	**High frequency words and handwriting** Start by singing the new first verse again. Go through the song and underline the three words you are going to look at: *day, away, said.* *Can anyone read these words?* (Pip could help read the words.) *There are some tricky words in our song. We are going to look carefully at some of these words and then see if we can try spelling them by ourselves. We've already used them as 'quick-fire' words, so you might be able to remember the spellings already.* Each child has a whiteboard and a pen. Look together at *day*. Write it on the board as the children watch. Ask the children to look very carefully at the word. *Close your eyes, can you still see it in your head?* The children have a go at writing on their boards, while you watch. Help them to check back to the original word. *Does it look the same? Which bit did you find difficult?* While you help individuals, the other children can see how many times they can write the word. *Continued on next page*

Session 19: Thursday

Teaching points	Activities/Teaching prompts or script
Use knowledge of rhyme to spell families of rhyming words.	Repeat with *away*. Ask a child to spell *day* using magnetic letters. *Which word does 'away' rhyme with? You can divide it into two words: 'a' and 'way'. Think about 'day' and 'way'.* Look together at the magnetic letters. *Can anyone change the initial letter so that this says 'way'?* Write *away* as the children watch. Cover and give them time to write it themselves, as above. Repeat with *said*. Explain: *This is a really tricky one.* Some people find it helpful to teach the children a mnemonic to help remember some spellings. If you think the group would be able to understand it, introduce a mnemonic for *said*. Check with the class teacher if you are unsure. *Pip remembers how to spell this word using a rhyme (mnemonic).* Teach the children a way to remember each letter, e.g. ***S**ally **A**nn **I**s **D**rawing*. You could make up your own with the children. Finish by covering the three words in the song with repositionable notes. Challenge a child to come up each time and write the word when you get to it in the song, while the others check that the word is spelled correctly. Compare what is written with the word under the repositionable note.
Fast Finisher and Take Away	**Quick activity: Writing Flap Cards** *Now you are going to practise these words using your Writing Flap Cards.* Give each child their card with the words already written under the flaps. Check that they can read each one by playing a quick game. *Who will be the first to find 'said'?* Repeat a couple of times with the other words. Practise using the Writing Flap Card for *said*, prompting the children to use the mnemonic if you have learned one. **TA:** *What did we learn today?* **Ch:** *To recognise phonemes at the ends of words, and we are learning the words 'day', 'away' and 'said'.* **Ch:** *What will we take away?* **TA:** *You will take away your Writing Flap Cards and practise writing 'day', 'away' and 'said'.*

Session 20: Friday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to recognise phonemes at the ends of words, and to read and spell the words 'day', 'away' and 'said'.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to write phonemes at the ends of words, and use the words we know when we are 'having a go' at writing.*
Phonics Five Identify and write phonemes in the final position: *n, s, d, ll, ch, ck.*	**Play Finish It** Six words are written on the whiteboard / flipchart, each with the final phoneme missing: *sup, sock, bug, had, ball, rich.* Each child is given the magnetic letter(s) needed to complete one of the words. Point to the beginning of the first word. Read what the word should be. *Can anyone come up and finish the word?* Help the children to hear the final phoneme and identify who has the correct letter(s). Continue until all the words have been finished. Read all the words together. The game could be repeated with six more words: *pen, duck, hig, and, bell, much.*
Text Ten Use children's experience of poems as a basis for shared composition and individual writing. Apply knowledge of letter-sound correspondences when spelling words. Remember the spelling of high frequency words: *went, day.* Expect written text to make sense.	**Guided Writing** *We have been singing our new song this week. Today we are all going to have a go at writing the song down so that you can take it home and sing it to somebody.* *Let's just remember how it goes.* Sing the first verse together, with actions. Give out a sheet to each child with space for writing the first line, and the other three lines already typed in. *When we write, we are going to think carefully about the sounds that we can hear when we say the words, and we will try to remember words that we know how to spell.* *Where will you write the first word?* Check that they are all pointing to the correct place before they write. Support each child as they have a go at writing the first line. *Five little Pips went hopping one day.* Help the children to say each word to themselves, and identify the dominant sounds, using the alphabet strip if they need to. Prompt them to remember the spellings of *went* and *day*. Praise their attempts, drawing attention to the letters that they have used correctly. Work with each child, writing down what they tell you their writing says, if necessary. Each child reads back what they have written. Do they think that it makes sense? Encourage them to make changes if necessary. Sing through the verse together, with each child pointing to the words on their own sheet. *Continued on next page*

WEEK 4 SESSION 20

Session 20: Friday

Teaching points	Activities/Teaching prompts or script
Fast Finisher and Take Away Review and apply learning.	**Review of the week** **TA:** *What have we done this week? What have we learned this week?* Talk with the children and collect their ideas about the things that they have done and learned. **TA:** *We learned that some phonemes are spelled with two letters. It is useful to know that when you are spelling a word like 'back'. You can hear the 'k' phoneme, but you have to remember that you need to use a 'c' and a 'k' when you write it.* **Ch:** *What will we take away?* **TA:** *You will take away your song sheet. You could draw pictures of the five little Pips hopping over the hills. Sing the song to someone at home – you can teach them the words and the actions.*

Progress check 1

	COMMENTS
Word level: Phonic and letter knowledge ● Say words that rhyme with a given word. ● Hear and say phonemes in initial position *(s, m, l, c, h, g, l, ch, d)*. ● Hear and say phonemes at the ends of words *(ck, ch, l, n, s, d)*. ● Know the difference between a letter and a word. ● Find the first or last letter of a word. **Word level: Word knowledge and sight vocabulary** ● Read and write the words *is, my, this, a, big, day, away, said, I, went, to, the*. ***In Guided Reading:*** ● Check the first letter of a word. ● Check the first letter of the word and the picture when stuck. ***In Guided Writing:*** ● Apply phonic knowledge to attempt spelling. ● Apply knowledge of sight vocabulary when spelling.	
Sentence level ● Put a cut-up sentence together and re-read it. ***In Guided Writing:*** ● Know where to start writing. ● Leave spaces between words when writing. ● Say a simple sentence ahead of writing. ● Write a simple sentence. ● Re-read sentence for sense. ***In Guided Reading:*** ● Go back to the beginning of a sentence and re-run if stuck on a word.	
Text level ● Recount own experience. ***In Guided Reading*** ● Use knowledge of context to attempt a tricky word. ***In Guided Writing*** ● Write sentences to match pictures.	

Week 5

Teaching assistant: Preparation and resources for this week

Session 21: Monday

Select a big book for Shared Reading which has patterned language and a simple repeated phrase used all through the book, e.g. *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle, ISBN 0582362881.

Resources

Three box phoneme frame on board.
Big book with patterned language.
Pip's pointer.

Session 22: Tuesday

Fold a large piece of card (A3 or bigger) in half to make a 'lift the flap' card.
Prepare 'quick-fire' word envelopes for each child.

Resources

Three box phoneme frame on board.
Big book from Monday.
A3 card folded in half.
Word cards: *you, what, my*.
'Quick-fire' word envelopes for each child, with new words added.

Session 23: Wednesday

Prepare letter fans with the letters *a* and *o* written on.
Look through the big book and choose four high frequency words to cover up (only one per sentence) with repositionable notes. Write the word *Pip* on each one. For example, cover *you, my, what, hear*.
Write out the sentences written yesterday, and cut out three words: *you, a, my*.
Copy the sentences written on Tuesday for each child, with three words blanked out: *you, a, my*.
(The choice of words will depend on the text you are using.)

Resources

Six letter fans with letters *o* and *a*.
Big book from Monday with four words blanked out.
Repositionable notes or covering tape.
Copy of sentences from Tuesday with three high frequency words cut out.
'Missing' words on cards.
Individual copies of same sentences with words blanked, and copies of missing words on paper.

Session 24: Thursday

Fold card in half to make a question and answer lift-the-flap card for each child.
Write the question on the front of the card for each child, using this pattern: *[Child's name], [child's name], what do you hear?*
Prepare Writing Flap Cards with words *what, you, my*.

Resources

Bin and 'treasure chest'.
Pictures / objects: hat, cat, mat, pan, tap, van, pot, cot, dog, log, dot, box.
Copy of large Q & A flap card from Tuesday.
Individual Q&A cards with question written on front using child's own name.
Writing Flap Cards with *my, you, what* written under flaps.

Session 25: Friday

Sort out a set of magnetic letters for each child: *o, a, c, t, n, h*.
The class teacher will select a Guided Reading text at the appropriate level (probably Bands 3/4).

Resources

Six magnetic boards.
Six sets of magnetic letters: *o, a, c, t, n, h*.
Guided Reading books selected by class teacher (from Book Bands 3/4)

Session 21: Monday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned to hear and write final phonemes in words, and to use words we know when we are 'having a go' at writing.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to listen out for the medial phoneme (we've thought about the phonemes at the beginning and end of words, now we are going to learn about the phoneme in the middle – we call this the medial phoneme), and how to read patterned text together.*
Phonics Five Hear and identify all phonemes in CVC words (medial *a*). Segment phonemes to spell CVCwords.	**Phoneme frame** Start with a three-box frame drawn on the board. Talk through with the children how to segment words into phonemes to help with spelling. *Pip's going to say a word. Listen carefully for each phoneme.* Pip says *cat*. *Which phoneme starts the word? Which letter represents that phoneme?* Write *c* in the first box on the frame. *Which is the next phoneme you can hear? Which letter shall I write?* Write *a* in the second box. Repeat with the third phoneme. Pip says the phonemes and blends to read the whole word. The children join in. Repeat with these words: *map, bag, hat, can, sack, back.* *Did you notice anything about the medial phoneme each time?* (Remind the children that 'medial phoneme' means the sound they can hear in the middle of the word. If they are unsure of the terminology.) Prompt: *It was 'a' every time.* Remind the children about two letters sometimes having one sound.
Text Ten Reinforce correspondence between words read and said.	**Shared Reading** Before the session, select a patterned text which uses a simply repeated phrase throughout. This example is based on *Polar Bear, Polar Bear, What do you Hear?* by Eric Carle, ISBN 0582362681. Look at the cover of the book together. Talk about the title and illustration. *What do you think this book will be about? It's probably a story because it has a picture instead of a photo on the front. We'll read it together to find out.* Pip has the pointer, but points to the end of the first line. *Is that right? Should we start reading there?* Ask a child to come and show the correct place. *Continued on next page*

Session 21: Monday

Teaching points	Activities/Teaching prompts or script
Draw attention to punctuation and how you use it to read with expression.	Start reading, encouraging the children to join in with repeated phrases. As you read, draw attention to punctuation (e.g. in *Polar Bear*, the use of question marks. Encourage the children to use expression as though they are asking a question when they are reading with you.) Read all the way through the text.
Use recognition of repeated words and context cues. Recognise and read high frequency words in context.	Go back to the beginning. Talk to the children about phrases that were repeated. Choose one page to look at in more detail. *Can you see any words that are repeated on this page?* Invite the children to point to examples. Emphasise that patterned text has repeated language. Draw attention to other information that they can use in order to understand the text, e.g. context cues (pictures). (In *Polar Bear*, you can flick forward to the next page and look at the picture if you are stuck on the name of the animal.) Encourage the children to look out for any word that they already know how to read. *Can you see any of your 'quick-fire' words in this book? Who can come and read me a word they know?*
Fast Finisher Innovate on patterned text using language play.	*We are going to play with the words in this book and make up our own version.* If using *Polar Bear*, say: *Instead of 'Polar Bear', let's put one of your names in. 'Sarah, Sarah, what do you hear?'* *Can you think of something that you can hear?* Invite the child to suggest an alternative animal and verb when they answer the question, e.g. *I hear a mouse squeaking in my ear.* If using another text, innovate on the text by inserting children's names as you read refrains from the text together.
Take Away Recite stories with predictable and patterned language.	**TA:** *What did we learn today?* **Ch:** *We learned how to listen out for the medial phoneme, and how to read patterned text together.* **Ch:** *What will we take away?* **TA:** *You are going to take the big book and read it together using Pip's pointer.* The children are given the big book and pointer to use in independent activity time. Ask them to take turns in using the pointer.

Session 22: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned how to listen out for the medial phoneme, and how to read patterned text together.* **Ch:** *What are we learning today?* **TA/Puppet:** *We are learning to listen out for the medial phoneme, and how to use the pattern of the story to help us with our writing.*
Phonics Five Hear and identify all phonemes in CVC words (medial *a*). Segment phonemes to spell CVC words.	**Phoneme frame** Have a three-box phoneme frame on the board. *Remember we were listening to the phonemes in words yesterday? Which phoneme could we hear in the middle of the words? It was 'a'. What was the word we used for this phoneme? It was the 'medial' phoneme.* *Today's words have a different medial phoneme. Can you hear the phoneme and tell me which one it is?* Pip says the first word: *bop. Which phoneme starts the word? Which letter represents that phoneme?* Write *b* in the first box on the frame. *Which is the next phoneme you can hear? Which letter shall I write?* Write *o* in the second box. Repeat with the third phoneme. Pip says the phonemes and blends to read the whole word. The children join in. Repeat with these words: *sock, mop, dog, box, doll, shop.* *What was the medial sound in all those words? Yes, it was 'o'.*
Text Ten Innovate on patterns in text using language play. Use patterned stories as model for own writing. Apply phonological, graphic knowledge and sight vocabulary to spell words.	**Shared Writing** Look back at the big book from yesterday. *If using Polar Bear: Do you remember the ideas you had yesterday using your names instead of the animal names, and making up a different character and a different action?* Encourage the children to say the refrains they made up yesterday, e.g. *Sarah, Sarah, what do you hear? I hear a mouse squeaking in my ear.* (If not using *Polar Bear*, refer to the changes you made to the text). *We're going to change the story again, with Pip in it this time. So what shall we say first?* Give the children the chance to say (if using *Polar Bear*): *Pip, Pip, what do you hear?* Show the children this flap card. fold → *I've folded this piece of card in half. On the front I am going to write a question. Then when I open it up, the answer will be written inside, under the flap.* *Continued on next page*

Session 22: Tuesday

Teaching points	Activities/Teaching prompts or script
	On the front of the card write: *Pip, Pip, what do you hear?* While you are writing, talk about the spelling of what: *It's 'w' with a 'hat'!* Ask the children to help with do and you. If they can't spell you, ask them to find it in the book and tell you the letters. Write *hear*. Ask what comes at the end of a question. Write in the question mark. Now talk to the children about who or what Pip can hear. Remind the children that you are using the same type of sentence as the one in the book. Our sentence will finish with the words 'in my ear' so that it rhymes with 'hear'. Write the sentence using their ideas (e.g. *I hear a little boy whistling in my ear.*) This should be written inside the folded card so that it is 'hidden' under the top flap. (If you are not using *Polar Bear*, you will need to adapt these instructions to the patterned text you have chosen.)
Fast Finisher Read and spell high frequency words *you, what, my*.	**Play Quick-fire Words** *We are going to play the 'quick-fire' word game to help us to remember some new spellings.* Show the children a word on a card. Ask them to read it out loud, and try to remember it. Then they write it with their finger in the air, or trace it on someone's back to practise the movements. Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. Practise: *you, what, my*.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to listen out for the medial phoneme, and to use the pattern of the story to help with our own writing.* **Ch:** *What will we take away?* **TA:** *You are going to take your quick-fire word cards in an envelope. I have put the new words in that we have been learning today. You can play matching pairs or snap with them.*

Session 23: Wednesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to listen out for the medial phoneme, and how to use pattern of the story to help us with our own writing.* **Ch:** *What are we learning today?* **TA/Puppet:** *We are going to listen out for different medial phonemes, and learn how to work out missing words in sentences.*
Phonics Five Hear and identify medial *a* or *o*	**Letter fans** Prepare letter fans with the letters *a* and *o*. Give each child a fan. *Pip's going to say some words. Listen carefully to the phoneme in the middle of the word, find the letter for that phoneme on your fan and hold it up. When Pip says 'Show me', show your letter to him.* Pip says: *cat, hot, cot, can, hat, not.* Check each time that the children have the correct medial vowel. If they have difficulties, segment the phonemes together and identify the *a* or *o*.
Text Ten	**Sentence level work: oral cloze procedure** Before the session, look back at the book you read on Monday. Select four high frequency words or frequently repeated words in that text. Cover them with repositionable notes or pieces of covering tape, with the word *Pip* written on each one. Cover only one word per sentence. The following example is based on *Polar Bear, Polar Bear*, and could be adapted. *Pip's been really naughty. He's got hold of my sticky notes. He's covered up some of the words in my book and he's written 'Pip' on each one. We need to find out what the word is underneath.*
Expect written text to make sense and check if it does not.	Read the first sentence together. *Polar Bear, Polar Bear, what do Pip hear?* *That's not right. What should we say instead of 'Pip'?*
Use the awareness of grammar to decipher words.	Take the children's suggestions, and then uncover the *y* at the beginning of the word. Talk about whether this would fit with the word that they had guessed. e.g. *You suggested 'lion'. If it was 'lion', would it begin with 'y'?* Prompt for *you*. *Let's re-read the sentence to check whether 'you' would sound right and make sense.*
Re-read sentence, recognising whether it makes sense.	Re-read the sentence, checking for sense, then uncover the word and see if they were right. Repeat with three further words, using the same sequence of guessing, cross-checking with the initial sound, and re-reading for meaning. Cover *my* in the second sentence, *what* in the third, and *hear* in the fourth.

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Session 23: Wednesday (cont'd)

Teaching points	Activities/Teaching prompts or script
Fast Finisher Re-read sentence, recognising whether it makes sense.	**Quick activity: missing words** *I've found out that Pip's been playing with scissors and he's cut out words from the sentence we wrote yesterday. I've still got the words. Can you help me put them back in the sentence?* Show the children the Question and Answer sentences on a large sheet of paper with some words cut out. *Pip, Pip what do _ hear?* *I hear_ little boy whistling in _ ear.* Put the 'missing' word cards on the table and ask the children to read each one: *you, a, my.* The children help put the words back into the text. Re-read together, checking for sense.
Take away	**Ch:** *What did we learn today?* **TA:** *We learned to listen out for different medial phonemes, and how to work out missing words in sentences.* **Ch:** *What will we take away?* **TA:** *You are going to take away the two sentences and the missing words. Fit them into the right place.* The children take copies of the sentences with 'missing' words on separate pieces of paper.

Session 24: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned how to listen out for different medial phonemes, and how to work out missing words in sentences.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to listen out for different medial phonemes, and how to use words we know when we write.*
Phonics Five Hear and identify the medial o or a	**Play Rubbish Or Treasure?** The children each have two pictures/objects. Pip is in the centre with a 'treasure chest' and a bin. *Today, Pip is collecting things for his 'treasure chest' which have the medial phoneme 'a'. If it doesn't have an 'a', it's going to go in the bin.* *Does Pip want your picture in his 'treasure chest' or does it go in the bin?* The children take it in turns to say the word, the whole group help segment the phonemes, and then the child decides whether to give it to Pip or throw it in the bin. At the end of the game, check the contents of the bin and 'treasure chest'. *Is everything in the right place?* Pictures / objects: hat, cat, mat, pan, tap, van; pot, cot, dog, log, dot, box.
Text Ten Use patterned stories as a model for own writing.	**Write using high frequency words** (Today the children are going to write their own sentence based on the patterned text from the book. The following example is based on *Polar Bear, Polar Bear*, but could be adapted for other similar texts.) *Do you remember we wrote a question and answer on Tuesday?* Show them the flap card. *Today, you are all going to write your own answer to the question that's on the front.* Give out a card to each child with the question *[Child's name], [child's name], what do you hear?* already written on it. The children talk about what their answer will be, using the structure from the book. *Open the flap and write your answer.*
Apply phonological, graphic knowledge and sight vocabulary to spell words.	Support the children as they write using the refrain I hear a ....ing in my ear. Prompts could include: remembering to use capital *I*; referring to the book to use spellings; using their knowledge of high frequency words (*a, in, my*); using their phonic knowledge to identify phonemes and then applying this to spelling. If there is time, the children can read their answers to Pip.

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Session 24: Thursday (continued)

Teaching points	Activities/Teaching prompts or script
Fast Finisher Spell high frequency words correctly: *my, you, what.*	**Quick activity: Writing Flap Cards** *There are some new words for you to practise on your Writing Flap Cards. You started learning them when we played the 'quick fire' game on Tuesday.* Give each child a card with the words already written under the flaps. Check that they can read each one by playing a quick game. *Who will be the first to find 'what'?* Repeat with other words, *you, my.* Practise using the Writing Flap Cards for *what*. Prompt the children to remember 'it's 'w' with a hat.'
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to listen out for different medial phonemes and to use words we know when we write.* **Ch:** *What will we take away?* **TA:** *You are going to take away your Writing Flap Cards and practise spelling 'what', 'you', 'my'.*

Session 25: Friday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**TA:** *What did we learn yesterday?* **Ch:** *We learned to listen out for different medial phonemes, and how to use words we know when we write.* **Ch:** *What are we learning today?* **TA:** *We are going to learn how to spell CVC words, and learn how to read books with patterned language on our own.*
Phonics Five Hear, identify and segment phonemes to spell CVC words.	**Magnetic letters** Each child has a magnetic board and letters. *o, a, c, t, n, h.* *I'm going to say a word. I want you to repeat it. We'll segment it together. Then you're going to find the letters and spell the word on your magnetic board.* Say the first word: *cat*. The children repeat, segment the phonemes, find the letters and make the word. When the word is made, ask the children to find the medial phoneme and push it up. Check that each child has used the correct letters and can identify the medial vowel. Repeat with: *not, tan, cot, hat, not.*
Text Ten Read simple patterned texts independently. Follow print with eyes only. Cross-check different cues while reading. Recognise patterned language.	**Guided Reading** The class teacher will select a text from Book Bands 3/4, depending on the ability of the group. This will be a book with patterned text, e.g. *Each Peach, Pear, Plum* by A. Ahlberg, Picture Puffin (Band 3), *What's the time Mr Wolf* by C.Hawkins, Little Mammoth (Band 3), or *Dear Zoo* by Rod Campbell, Macmillan (Band 4). ***Book introduction:*** Read the title with the children. Talk about the illustration and encourage the children to predict the content. Take a 'picture walk' through the book, talking briefly about what the children can see in the pictures, and preparing them to read any unfamiliar vocabulary. ***Strategy check:*** Remind the children to 'point with their eyes'. Encourage them to only use their finger when stuck on a word. *How can you check that you've read the right word?* Prompt for: checking picture, using initial phoneme, reading the rest of the sentence. ***Independent Reading:*** The children each have a copy of the book. Listen and offer support as they read independently. ***Return to text:*** *As this is a patterned text, did you find any words that were repeated? Share examples.* Praise the children's attempts at self-correction, e.g. *I like the way you read a word and knew it didn't sound right, so you tried the sentence again. You looked carefully at the picture and thought about the first phoneme in the word.* *Continued on next page*

Session 25: Friday *(continued)*

Teaching points	Activities/Teaching prompts or script
	Response to text: *Do you like the way the author repeats phrases in this book? Do you know any other books with patterned language?* (Possible examples: *Run, run as fast as you can*, or *In a dark, dark wood.*)
Fast Finisher and Take Away Review and apply learning.	**Review of the week** **TA:** *Who can remember some of the things that we have done this week? What new things have you learned this week?* Encourage the children to talk about things they have learned and things they have done. **TA:** *It is useful to be able to know the medial phonemes in words. When I get to a word I don't know I can look carefully at each letter and then blend the phonemes like this.* (Write *bag* on the board.) *Is this word 'bag' or 'big'? I know that the initial phoneme is 'b' and the final phoneme is 'g'. I'm going to look carefully at the medial phoneme – it's 'a'. So if I blend those phonemes I can read the whole word … 'bag'.* **Ch:** *What will we take away?* **TA:** *You will take away the book that you've read today and your Question and Answer flap card to read to your family.*

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Week 6

WEEK 6 SESSIONS 26–30

Teaching assistant: Preparation and resources for this week

Session 26: Monday

Read the extra notes, 'Understanding Instructional Text'.
Sort out magnetic letters *o* and *e* for each child.
Cover up the instructions on the A3 'Jam Sandwich' poster, just leaving the pictures visible.
Under this cover, use repositionable notes to cover the word *put* in each line.
Copy a set of pictures from the 'Jam Sandwich' instructions for each child.

Resources
Three-box phoneme frame.
Magnetic letters *o* and *e* for each child.
A3 'Jam Sandwich' poster (PCM, p. 208).
Repositionable notes to cover up words.
Pictures of someone making a jam sandwich (PCM, p. 210) to sequence (one set of four pictures for each child).

Session 27: Tuesday

Sort out magnetic letters *a*, *o* and *e* for each child.
Add new word cards to 'quick-fire' packs.

Resources
Three-box phoneme frame for each child.
Magnetic letters *o*, *a*, *e* for each child.
A3 Jam Sandwich poster (PCM, p. 208).
Individual whiteboards and pens.
Word cards: *make*, *put*, *on*, *the*.
'Quick-fire' word packs for each child with new words added: *make*, *put*, *on*, *the*.

Session 28: Wednesday

Copy the A3 'Jam Sandwich' poster with the final instruction written in (ready to cut into sentences in the session).
Copy A4 versions of the poster and cut into separate pieces (title, 'you need' list, each of the instructions) for each child.

Resources
Three-box phoneme frames.
Pens and wipes.
Original poster, with final sentence written on.
Second copy of poster, to cut up.
Scissors.
Individual A4 copies of cut-up poster (PCM, p. 208).

Session 29: Thursday

Sort out the picture cards (listed in script) and write the word that goes with each picture on cards.
Cover the following words on the Jam Sandwich poster: *make* (in title), *the* (in first sentence), *put* (in second sentence), *on* in third sentence.
Prepare Writing Flap Cards with words: *make*, *the*, *put*, *on*.

Resources
Word cards and pictures: *cat*, *tap*, *dog*, *sock*, *pen*, *leg*.
Jam Sandwich poster with these words covered: *make* (in title), *the* (in first sentence), *put* (in second sentence), *on* in third sentence.
Individual whiteboards and pens.
Repositionable notes to mask words on poster.
Writing Flap Cards (*put*, *make*, *on*, *the* written under the flaps).

WEEK 6 SESSIONS 26–30

Teaching assistant: Preparation and resources for this week

Session 30: Friday

- ***You are going to make sandwiches in this session. Please make sure that you follow the regulations on food handling. (If you are unsure of these, ask other members of staff.) If it will be difficult to actually make the sandwich, use play food instead.***

Prepare everything you need to make jam sandwiches with the group.
Cover the final sentence on the A3 poster.
Copy an A4 version of the poster for each child (without the final sentence).

Resources

Objects: map, bag, shell, pen, frog, clock, cat, bed, sock.
Jam Sandwich poster, with final instruction masked (PCM, p.208).
Jam, bread, butter, knife, plate (for seven sandwiches).
A4 version of poster (with space to write final sentence) for each child (PCM, p.208).

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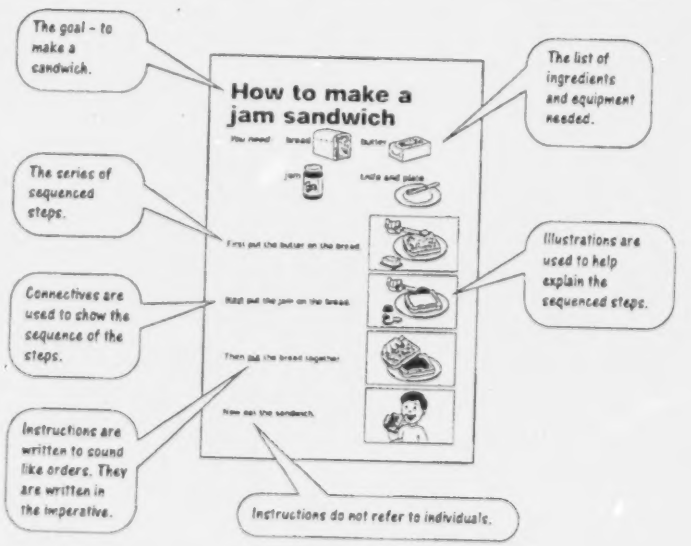
WEEK 6 SESSIONS 26–30

Notes for teaching assistants: understanding instructional text

These reference notes are to help you teach the children the main features of this type of text. For more details, see *Developing Early Writing*, pp.154–155.

What type of text is it?	Instructions
What is the purpose of the text?	• To instruct you how to do something using a series of sequenced steps.
How is it usually set out?	1. The goal is stated – the thing that you will achieve by following the steps, e.g. *How to make a jam sandwich.* 2. The materials, equipment or ingredients are listed, e.g. *bread, butter, jam, knife, plate.* 3. There are a series of sequenced steps to achieve the goal, e.g. *First put the butter on the bread.* 4. There are usually pictures or diagrams.
What sort of words and sentences are used in this type of text?	• Instructions are written in the imperative, which means that they are written to sound like orders, e.g. *Put the jam on the bread.* • Instructions are written in chronological order and use either numbers or connectives to indicate the order that the steps should go in, e.g. *1, 2, 3* or *First, next, then.* • Instructions do not use the names of individuals, e.g. *First put the...* NOT *Sarah put the...*



Session 26: Monday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned how to spell CVC words, and how to read patterned language texts on our own.* **Ch:** *What will we learn today?* **TA / Puppet:** *We are learning to read instructions, and hear the medial vowel in words.*
Phonics Five Hear and identify medial vowels *o* and *e*.	**Play Phoneme Frame / Sliding In Game** The children each have a three-box phoneme frame and magnetic letters *o* and *e*. *Pip is going to show you how to use your phoneme frame. Remember how we played this game last week?* Remind the children how to use the frame, with Pip helping. Say a word: *pot. Which phoneme can you hear in the middle of 'pot'?* Pip says *o*. *That's right. Now which of these two letters does he need to slide into the middle box on the phoneme frame?* Demonstrate sliding the *o* into the box, and encourage the children to do the same on their frames. *Can you remember the special name for a phoneme in the middle of the word? It is the 'medial phoneme'.* *Now listen to each word I say, decide whether the medial phoneme is 'o' or 'e', and slide it into the phoneme frame.* Words: *pet, cot, peg, hen, sock.* Check that the children have chosen the correct letter, and slide it into the middle box. If they have difficulties, segment the phonemes together and identify the medial vowel.
Text Ten	**Shared Reading: use the poster – 'How to make a jam sandwich'** Before the session: use a piece of paper to cover the text giving the instructions, leaving the pictures visible. You also need to cover the word *put* in each of the sentences, using repositionable notes.
Identify features of instructional text.	*I've got a poster for us to read today. It tells us how to do something. Let's see what we need to use.* Look with the children at the 'You need' section. *What do we call information that tells us how to do something? We call this type of text 'instructions'.* Look at the pictures. *What do you think these instructions are going to be for?* The children make predictions. Help them check by looking at the title.
Read fluently, not word by word.	Read the title together, pointing at each word, and reading word by word. Then re-read: slide the pointer under the whole title and read fluently, the children join in.

Continued on next page

Session 26: Monday *(continued)*

Teaching points	Activities/Teaching prompts or script
Use context cues (pictures). Use initial sound and cross-check with grammatical cue (whole sentence) and context (pictures).	Read the 'You need' section again. Encourage the children to use the pictures to help read each word. Uncover the text (with the word *put* masked in each line). Look at the picture for step 1. Discuss what is happening, then read step 1 together. *First ... the butter on the bread.* Ask what the missing word could be, and prompt by reading the sentence again. If the children say 'spread', say *Yes, spread would make sense, but we will just check the initial letter. Which letter would you expect to see if it was 'spread'?* Check their attempts by looking at the initial sound of *put*. (Pip could peep under the cover and nod or shake his head.) Check again by looking at the final sound, *t*. *Does 'put' look right and make sense? Let's read the whole sentence again.* Repeat with the next two lines. *So what have we found out about these instructions? They tell us how to make a jam sandwich.* *The last instruction is missing. We are going to write it tomorrow.*
Fast Finisher Reinforce sequential vocabulary. Use the language of instructions.	**Quick activity: mime and guess** Pip mimes an action; the children have to say what he is doing, and then make this into an instruction in a sentence. First model the sentence. A child might say: *Pip is putting the butter on the bread.* You say: *We'll make that into an instruction – 'First put the butter on the bread.'* Repeat using different mimed actions and giving other children a turn to make up instructions.
Take Away	**TA:** *What have we learned today?* **Ch:** *We have learned to read instructions, and hear the medial vowel in words.* **Ch:** *What will we take away?* **TA:** *You can take away a set of pictures of someone making a jam sandwich. You need to put them into the right order.*

Session 27: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear the medial phoneme in words, and to read instructions.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear and identify 'a', 'o', 'e' in the medial position, and to write a sentence to finish off the instructions.*
Phonics Five Hear and identify medial vowels *o, e* and *a*.	**Play Phoneme Frame / Sliding In Game** *Pip enjoyed this so much yesterday he wants to play it again. I'll read some words, but there are three different vowels to choose from today.* Say a word: *hat. Which phoneme can you hear in the middle of 'hat'?* Pip says *a. That's right, the medial phoneme is 'a'. Now which of these three letters does he need to slide into the middle box on the phoneme frame?* Demonstrate sliding the *a* into the box, and encourage the children to do the same on their frames. *Now listen to each word I say, decide whether the medial phoneme is 'a', 'o' or 'e', and slide it into the phoneme frame.* Check that the children have chosen the correct letter, and slide it into the middle box. If they have difficulties, segment the phonemes together and identify the medial vowel. Words: *hat, hog, men, man, lot, leg, ran, met, dot.*
Text Ten Use 'talk for writing' to discuss ideas before writing and to reinforce understanding of sentence structure.	**Shared Writing** Look at the Jam Sandwich poster again. Re-read it quickly. *The last instruction is missing. What do you think it could be?* Look at the picture of the boy eating the sandwich. Give time for the children to talk, then prompt for: *'Now eat the sandwich.'* Say the sentence together.
Use phonic knowledge. Use sight vocabulary.	*The first word is 'now'. What does that start with? This is the first word in the sentence, so what type of 'n' should I write? Capital 'N'.* Write the rest of *Now*.
	What is our next word? Say the whole sentence again. Say *eat*, and ask the children to identify the first phoneme, then the final phoneme. Write *eat*.
	Who can spell 'the'? You should be able to remember this one because it is one of your 'quick-fire' words. Each child has a go on their own whiteboard and shows Pip. Check that each child has spelled it correctly, then write *the*.
Check for sense as you write. Use words in text to inform writing.	*Let's read our sentence so far. What is the last word we need to write? 'Sandwich'. Where could we find the spelling of that word? It is in the title of the poster.*
	Continued on next page

Session 27: Tuesday (continued)

Teaching points	Activities/Teaching prompts or script
	Ask a child to point to *sandwich*. Prompt: *What is the first sound? 's' - which word starts with 's'?* Write *sandwich*. All read the sentence together. *Is that the end of the idea? What do we need at the end of our sentence? A full stop.* Write the full stop.
Fast Finisher Read and spell high frequency words: *make, put, on, the*	**Play Quick-fire Words** *We are going to play 'quick-fire' with some new words today.* Show the children a word on a card. Ask them to read it out loud, then try to remember it. Then they either write it in the air with their finger, or trace it on someone's back to practise the movements. Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. Practise *make, put, on, the* in this way.
Take Away	**TA:** *What have we learned today?* **Ch:** *We have learned to hear and identify 'a', 'e', 'o' in the medial position, and to write a sentence.* **Ch:** *What will we take away?* **TA:** *You can take away your 'quick-fire' word packs and use the words to play games like lotto, matching pairs and snap.*

Session 28: Wednesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear and identify 'a', 'o' and 'e' in the medial position, and to write a sentence.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell words with the medial phonemes 'o' and 'e', and how to put an instruction text in the right order.*
Phonics Five Segment and spell CVC words with medial vowels *o* and *e*.	**Phoneme frame: write words** Give each child a three-box phoneme frame and pen. *Pip is going to show you how he can write whole words on the phoneme frame. I'm going to say the word. Pip is going to write it.* Say *hat*. Pip sounds out phonemes *h, a, t* and writes on the phoneme frame. *Now it's your turn: 'pet'.* Segment the phonemes together: *p - e - t*. The children write *pet* on the phoneme frame. Ask them to show you and Pip their word, and check it. Repeat with: *dog, cot, hen, peg, log*.
Text Ten Use sequential vocabulary. Re-establish features of text. Emphasise what a sentence is, and identify a sentence in text.	**Sentence level work** Re-read the Jam Sandwich poster, together with the final sentence that you wrote yesterday. Use another copy of the poster. *Now I am going to cut this up into pieces.* *First of all I will cut off the title. Where shall I cut?* Cut off the title. *Now I am going to cut off the list of things we need. Where shall I cut?* Cut off the list. *Next I am going to cut up the step-by-step instructions. Pip, can you show me the first sentence? Where does it start and where does it end?* Pip points out the capital letter and full stop. Cut off the first instruction. *Can someone show me where the next sentence starts and ends?* Ask a child to point this out. Cut out the sentence. Repeat for the last two sentences. Give the children one piece each and ask them to sort themselves into the right order. Pip checks and helps them to sort themselves out. Draw attention to the version of the poster that has not been cut up, so that the children can check they are in the right place. *Now we will read the whole text again.* Check that it makes sense and is in the right order. *We know that this is the right order because all instruction texts are written in the same way. They always start by telling you what you are going to make, then give a list of the things you need. Then there are step by step instructions written in sentences.* Point to the parts of the poster as you speak. *Continued on next page*

Session 28: Wednesday (continued)

Teaching points	Activities/Teaching prompts or script
Fast Finisher	**Quick activity: Sequencing** *You have practised looking at the parts of an instruction text and sorting them into the right order. Now you are going to try again with your own set of instructions.* Have the children work in pairs with A4 versions of the poster cut into sections. The children sequence correctly, and help each other to check and read with Pip's help.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to spell words with the medial phonemes 'o' and 'e', and how to put instructions in the right order.* **Ch:** *What will we take away?* **TA:** *You can take away a cut-up poster of 'How to make a Jam Sandwich' and practise putting it in the right order.*

Session 29: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to spell words with the medial phonemes 'o' and 'e', and how to put an instruction text in the right order.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to read CVC words, and spell some useful words.*
Phonics Five Read CVC words, identifying and matching medial vowels o, a, e.	**Play Word Match** *We are going to play a game today where we try to match words with the same middle vowel.* Give one word card to each child (each card should have a picture to go with it). Word cards and pictures: cat/tap, dog/sock, pen/leg. *Say your word. Identify the medial vowel phoneme and find somebody else with the same medial vowel.* Support the children, if necessary, by helping them to segment the phonemes and identify the medial vowel. When they have all found their partners, introduce some other words. *Pip is going to say three more words. Listen carefully and decide whether his word belongs with your pair.* Pip says: *hat, clock, men* (words only, no pictures).
Text Ten Write and spell high frequency words: *the, make, put, on.*	**High frequency words / handwriting** Before the session, mask the following words on the Jam Sandwich poster: *the, make, put, on.* Each child needs an individual whiteboard. *Pip has covered up some words on the poster. We'll read the instructions and try to guess the missing words. Then we will have a go at trying to spell them. We practised these words when we played 'quick-fire' on Tuesday, so you might be able to remember them.* Read the title (with *make* missing). *What is missing?* Uncover, and work through Look, Cover, Write, Check with the children. *Look carefully at the word, and say each letter. Close your eyes and try to remember it. Open your eyes and check again.* Cover the word again. The children have a go at writing it on their whiteboards. Uncover it, and give time for the children to check. If they have made mistakes, identify the part of the word that they found difficult and encourage them to look carefully at that. Write the word again. Repeat this process with the following words. - *the* (covered in first sentence) [The children should know this one. Try asking them to spell it from memory, only working through Look, Cover, Write, Check if they have difficulties.] - *put* (covered in second sentence) - *on* (covered in third sentence)

Continued on next page

Session 29: Thursday *(continued)*

Teaching points	Activities/Teaching prompts or script
	Involve Pip in helping to check that the words have been spelled correctly. *These are the words that will be on your Writing Flap Cards this week.* (If there is time, give out the cards and check that the children can read each of the words written on their cards.)
Fast Finisher Develop confidence to 'have a go' at writing.	**Quick activity: 'have-a- go' writing – shopping list** *Tomorrow we are going to make jam sandwiches, because Pip loves them. What do you think we will need?* Give time for the children to talk about ideas. *Now have a go at writing down your ideas on your whiteboard.* Each child writes a list on their whiteboard. *Thank you, now I can go shopping with my list.* (If the class have a role-play shop, the children could go 'shopping' in independent time).
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned how to read CVC words, and how to spell some useful words.* **Ch:** *What will we take away?* **TA:** *You can practise spelling the words ('put', 'make', 'on', 'the') on your Writing Flap Cards during the week.*

Session 30: Friday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to read CVC words, and how to spell some useful words.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to identify phonemes 'a', 'o' and 'e' in the middle of words, and how to read and follow instructions.*
Phonics Five Identify phonemes in medial position.	**Play Circle Swap Shop** The children sit in a circle on the mat. Give out objects or picture cards, one to each child: map, bag, shell, pen, frog, clock. Call out a phoneme: *a.* Shout *Swap Shop!* Children who have an object with the same medial phoneme swap places. Repeat for *e* and *o*. *Now Pip is going to show an object (or picture) without saying the word.* Pip holds up a picture of a bed. The children think about the name of the object and decide whether the medial phoneme is the same as the thing they are holding. Shout *Swap Shop!* and the children change places as before. (Children with the shell and the pen will swap places.) Objects or picture cards: map, bag, shell, pen, frog, clock. For Pip: cat, bed, sock.
Text Ten Read and follow instructions. Use phonological, graphic knowledge and sight vocabulary to write independently.	**Guided Writing: make the sandwich** Before the session, assemble the ingredients and equipment to make a jam sandwich. *Today we're going to make jam sandwiches for everybody. Shall we read through the instructions to see what to do?* Look at the poster (with the final step masked). Give each child an A4 version without the final sentence. Read the 'You need' section, and check that you have got everything. Read step 1. Follow the instruction, with you and the children actually putting butter on the bread. Read steps 2 and 3, following the instructions each time so that each child makes their own sandwich. When the sandwiches have been made, talk about the final step. *What do we need to do now? First we are going to write the instruction, then we are going to do it!* Agree the sentence: *Now eat the sandwich.* Each child writes the sentence on their poster, using their knowledge of initial and final sounds, high frequency words (*the*) and words from the text (*sandwich*). Support the children as they write, prompting them to apply their knowledge in order to work more independently. Read the sentences together, then eat! *Continued on next page*

Session 30: Friday

Teaching points	Activities/Teaching prompts or script
Fast Finisher and Take Away Review and apply learning.	**Review of the week** **TA:** *What have we done this week? What have we learned this week?* Encourage the children to remember things that they have done and things that they have learned. Explain how their learning can be applied. For example: **TA:** *It is useful to know how to read instructions. When I read a book of recipes, I know where to find the list of ingredients. Can you remember where the list is? That's right, underneath the title.* **Ch:** *What will we take away?* **TA:** *You will take away a Jam Sandwich poster. Try making your own sandwich at home, following the instructions.*

Week 7

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Teaching assistant: Preparation and resources for this week

Session 31: Monday

Read the extra notes, 'Understanding Environmental Print and Captions'.
Sort out magnetic letters *e* and *u* for each child.
Look around the classroom and school for good examples of print. Plan where you will take the group on their 'print walk'.
Choose one example the children are likely to know and bring it to the session.
Copy 'Print I can see around me' worksheet (PCM, p. 212) for each child.

Resources

Three-box phoneme frame for each child.
Magnetic letters *u* and *e* (one set for each child).
An example of a label from the classroom that the children will recognise.
Worksheet with list format 'Print I can see around me' (PCM, p. 212), one for each child.

Session 32: Tuesday

Collect pictures / objects for Rubbish or Treasure game.
Find one or two captions to bring to the group.

Resources

'Treasure chest' and bin.
Picture cards / objects: pin, bun, sun, lid, disc.
List of captions from yesterday or examples from the classroom.
Individual whiteboards and pens.
Word cards: *here, our, he/she/it.*
'Quick-fire' word packs with new words added for each child.

Session 33: Wednesday

If you do not know it already, learn the 'Vowel Rap' by watching the ALS video.
Enlarge the 'Vowel Rap' poster to A3.
Write out the caption written yesterday and cut it into individual words.
Make copies of yesterday's caption for each child, cut into individual words and put in envelopes.

Resources

ALS video of Vowel Rap (for preparation if needed).
Words of Vowel Rap (poster).
Caption from yesterday.
Cut-up version of yesterday's caption (large).
Small version of cut-up caption to use with pairs and individuals (one for each child).
One sentence board for each child.

Session 34: Thursday

Prepare letter fans for each child with the five vowels.
Copy a 'Vowel Rap' A4 poster for each child (the version without letters written on fingers).

Resources

Vowel Rap poster (PCM, p. 213).
Letter fans with vowels (one set for each child).
Whiteboards, pens, wipes.
Vowel Rap sheets with blank hand outline and vowel rap printed underneath – one for each child (PCM, p. 214).

Session 35: Friday

Sort out magnetic letters *a, e, i, o, u, h, t, b, g* for each child.
The class teacher will select a Guided Reading book appropriate to the level of the children, ideally a non-fiction text which includes captions.

Resources

Six magnetic boards.
Sets of magnetic letters for each child: *a, e, i, o, u, b, g, h, t.*
Guided Reading texts selected by the class teacher.

WEEK 7 SESSIONS 31–35

Notes for teaching assistants: understanding environmental print and captions

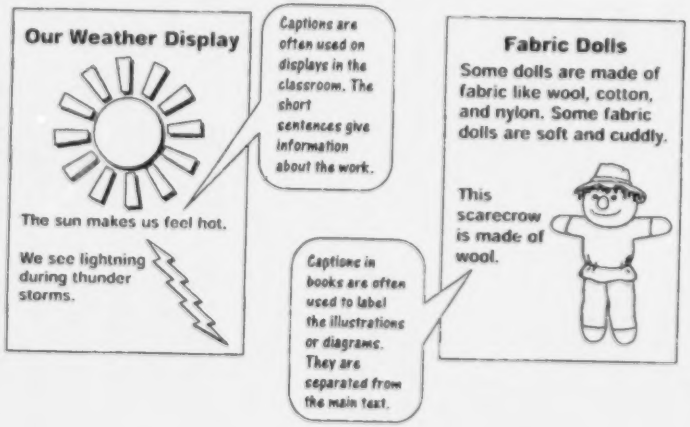
These reference notes are designed to help you find good examples of different types of print around the school, and understand what a caption is.

What type of text is it?	Environmental print.
What is the purpose of the text?	• To give information in a very clear and direct way.
How is it usually set out? **What sort of words and sentences are used?**	• It could be one or two words used on signs or labels, e.g. *EXIT, Class 1, Pencils.* • It could be a simple instruction written in only a few words, e.g. *Please Knock, Wash your hands.* • It could be a sentence or more that briefly explains what something is, e.g. *Kylie painted this picture of our school.*

Environmental print is all around us. Once children start looking, they will see labels on doors, trays, equipment in the classroom, signs all over the school and captions on displays. Outside school they will see road names and road signs, shop names, bus timetables, etc.
It is useful to help children notice this type of print as it encourages them to use their reading skills all the time, and not just when they are reading books.

What type of text is it?	Captions.
What is the purpose of the text?	• To give information in a very clear and direct way.
How is it usually set out? **What sort of words and sentences are used in this type of text?**	• The first sentence states what the thing is, e.g. *Here is Pip.* • The second sentence gives a bit more information, e.g. *He is our puppet.* • Captions are often used to label pictures or objects so that people know what they are looking at. • Captions in books are usually separated from the rest of the text. They may have a box around them. They are usually placed next to the picture that they are labelling.

Captions can be seen around the classroom and school, as well as in books.



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Session 31: Monday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned to identify phonemes 'a', 'o' and 'e' in the middle of words, and how to read and follow instructions.* **Ch:** *What will we learn today?* **TA / Puppet:** *We will learn to know the difference between 'u' and 'a' in the middle of words, and to read the print that we see around us.*
Phonics Five Identify phonemes *u* and *e* in medial position.	**Play Sliding In Game** The children each have a three-box phoneme frame and the magnetic letters *e* and *u*. *Today we're going to play the 'Sliding-In Game'. You remember this game from last week! Let's see if you can do this really quickly. This time you have got two letters to choose from, and there's a new phoneme to listen for in the middle of the words.* Hold up magnetic letter *u*. *Pip's going to say a word which has this phoneme in it.* Pip says *mug*. Say the word together and segment the phonemes: *m - u - g*. *Which phoneme could you hear in the middle of the word?* *That's right - 'u' - and we use this letter* (show magnetic *u*) *to write that sound in the word 'mug'.* Ask all the children to slide their letter *u* into the middle box on the phoneme frame. Now listen to each word that Pip says, decide whether the medial phoneme is *e* or *u*, and slide it into the phoneme frame. Words: *duck, sun, plug, leg, bed, shell, peg, drum* Check that the children have chosen the correct letter and put it into the middle box. If they have difficulties, segment the phonemes and identify the medial phoneme together.
Text Ten	**Shared Reading: Print Walk** There are no suggested texts to use for Shared Reading, as the objective is to read print that you can see around the class, school and wider environment. You will need to have a look round before the session to decide on some places to look for examples. They might include: notices around the classroom which give children directions (*Put your packed lunch here*), labels for work on display (*We made these models out of clay*), notices around the corridors (*Visitors please sign in at the office*). Look for the best examples, but also take the children's suggestions about where they have seen notices, labels, signs etc. Choose one example that the children know well, and 'borrow' it for the session. *Continued on next page*

WEEK 7 SESSION 31

Session 31: Monday (continued)

Teaching points	Activities/Teaching prompts or script
Read and use print from the environment of the school.	*Today we are going to be looking at the print that we can see all around us. That means things that are written on notices and signs in our classroom and around the school.* *Here's an example.* Show a caption from class and read it together: *'We put our coats here'. Where should this go? That's right, by the coat hooks, because it tells us where to hang up our coats.*
Read on sight familiar words, e.g. print around the school.	*We are going to take Pip to show him all the print we can find around the school, and read it to him. It could be on labels, notices, signs, or displays of work. Off we go!* Go round reading the print that you find together. Look out for any examples of words that the children already know, and encourage them to read for themselves. *Look at the notice on that door. Who works in that room? What do you think the notice says? 'Mrs Smith – Headteacher'.* *Look at this display on the wall. Can you see a label? What do you think it says?* Encourage the children to look at the context to help them decide what it might say. If possible, try to find an example that has been written as a sentence. *Look at this one – it is a caption for this picture. Do you know any of the words in this caption?* Encourage recognition of high frequency words.
Fast Finisher and Take Away	**Quick activity: write a list** Give each child a copy of the 'Print I can see around me' sheet. *We have seen lots of examples of print on our 'Print Walk'. Can you remember a sign, label or notice that you saw?* Give time for the children to make quick suggestions. Choose one that everybody will have a go at writing. Show the children how to write on the top line of the list. Encourage them to have a go, even if they cannot remember to spell every word correctly. **TA:** *What did we learn today?* **Ch:** *We learned to tell the difference between 'u' and 'e' in the middle of words, and to read the print that we see around us.* **Ch:** *What will we take away?* **TA:** *You can take away your list and write down more examples of print that you see on labels, notices and signs. You might see some in the classroom or on the way home. See how many you can find.*

WEEK 7 SESSION 32

Session 32: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**TA:** *What did we learn yesterday?* **Puppet:** *We learned to know the difference between 'u' and 'e' in the middle of words, and to read print that we saw around us.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to know the difference between 'i' and 'u' in the middle of words, and to write two ideas in two sentences to make a caption.*
Phonics Five Distinguish between two medial phonemes, *i* and *u*.	**Play Rubbish Or Treasure?** The children each have a picture or object. Pip is in the centre with a bin on one side and 'treasure chest' on the other. *Pip is collecting things with the phoneme 'i' in the middle to put into his treasure chest.* *Look at your picture / object. Does Pip want it, or should it go in the bin?* The children take it in turns to say the word and decide whether to put it in the 'treasure chest' or the bin (if it has a different phoneme in the middle). If they are unsure, help them to say the word, segment the phonemes and identify the medial phoneme. Pictures/words: *pin, bun, pig, sun, lid, disk.*
Text Ten Write captions to inform others.	**Shared Writing** Before the session, either borrow a couple of captions from the classroom, or use your own version of the 'Print I see around me' sheet to write down some of the captions. If the children have had a chance to start making their own list they could also refer to these. Look for examples of labels, captions, etc., which use complete sentences. *Yesterday we looked at all sorts of print around the school. Do you remember anything we saw?* The children could read one of the examples from their own lists. *Look at these labels that I've brought in. They have whole sentences on them. Read the examples that you have collected.* *Today we are going to write a caption of our own, like the ones we have just looked at. A caption is a label for something and it is written in sentences. We are going to write a caption for Pip so that anyone who visits our class knows who he is.* *Continued on next page*

Session 32: Tuesday

Teaching points	Activities/Teaching prompts or script
Extract key points from what is said (speaking and listening).	*What do we want to say? Shall we say two things about Pip in our caption? Turn to your partner and tell them two things about Pip.* Collect some suggestions and then show the children how to select some key facts. *First we need to tell people who he is, so we could say 'Here is Pip' for our first sentence. Then we will need to think of the second idea.* *It could be 'He is our puppet', 'He has curly hair, or 'He is funny'. We need to choose one.* Say the two sentences together, emphasising that you have thought of two ideas so you will be writing two sentences.
Use phonological and graphic knowledge and sight words to spell words accurately.	Start writing, asking the children to help with spellings using their knowledge of initial, final and middle phonemes and high frequency words. *I want to write 'is'. I think you know that because we had it as a 'quick fire' word. Who can help me?*
Differentiate between a sentence and a line in writing.	When you have finished the first sentence, explain that the first idea is finished, so you will put a full stop and start a new sentence. Make sure that you carry on writing on the same line as you start the second sentence. When the second sentence is complete, read the whole caption through together. Draw attention to the fact that you did not need to start a new line for a new sentence, to help the children understand that a sentence is not the same as a line of writing. e.g. Here is Pip. He is our puppet. Re-read the caption and ask the children to close their eyes and put their hand up at the end of each sentence. Pip checks to see whether the children have got it right.
Fast Finisher and Take Away Read and spell high frequency words: *here, our, he/she/it.*	**Play Quick-fire Words** *We are going to play Quick-fire Words to help us to remember some more spellings.* Show the children a word card. Ask them to read it out loud, then try to remember it. Then they either write the word in the air with their finger, or trace it on someone's back to practise the movements. Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. Practise: *here, our, he/she/it.* **TA:** *What did we learn today?* **Ch:** *We learned to know the difference between 'i' and 'u' in the middle of words and to write two ideas in two sentences.* **Ch:** *What will we take away?* **TA:** *You can take away your 'quick-fire' word pack and play games with the words, such as Matching Pairs, Snap or Lotto. There are some new words in the pack today: 'here', 'our', 'he'/'she'/'it'.*

Session 33: Wednesday

Teaching points	Activities/Teaching prompts or script
Goal Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to know the difference between 'i' and 'u', and to write two ideas in two sentences for a caption.* **Ch:** *What will we learn today?* **TA / Puppet:** *We are learning the vowels, and how to put words in order to make a sentence.*
Phonics Five Know the vowels and use the term 'vowel'.	**Vowel Rap** Before the session, watch the ALS video to learn the 'Vowel Rap' if you do not know it already. *We have been playing lots of games to help us hear the phonemes in the middle of words. Can you remember any of those phonemes?* Encourage the children to remember the phonemes *a, e, i, o, u.* *The letters that represent those sounds have a special name: they are called vowels. Today we are going to learn a rap with actions to help us remember our vowels. Pip and I will say the rap first.* Use the vowel phonemes not letter names when you say the rap. Display the poster of the rap to remind you and the children of the words. *a-e-i-o-u That is how we say them* *a-e-i-o-u That is how we play them* *We say them soft, we say them loud* *Of our vowels we sure are proud* *a-e-i-o-u* (whisper) *a-e-i-o-u* (normal) *That is how we say them!* Say the rap again a couple of times, encouraging the children to join in. Point to fingers as you say each vowel: thumb is *a*, index finger *e*, middle finger *i*, ring finger *o*, little finger *u*, and encourage the children to use the actions.
Text Ton Reinforce the idea of a sentence.	**Sentence level work** Have one copy of the caption on the board, and a second copy cut into individual words. *Do you remember the caption we wrote yesterday for Pip?* Re-read the caption from yesterday. *How many sentences did we write?* *I have cut up the caption into words for us to sort out. Now this is going to be more difficult than before because we've got two sentences. Make sure that you hold the sentences in your head.* (Cover up the original caption.) Pip takes the pieces and throws them up in the air so they are muddled. *Continued on next page*

Session 33: Wednesday (continued)

Teaching points	Activities/Teaching prompts or script
Use knowledge of phonics and word recognition to identify words.	Spread the words on the carpet or table and work as a group to re-arrange the words into two sentences. You could use the following prompts: - *Look for the words with the capital letters first.* - *Look for the words with the full stop at the end of them.* - *Look for any words you know ('quick-fire' words).* - *Work out other words using phonic knowledge.* - *Keep reading the sentences to make sure the words make sense. Do we need to change the order?* When you have all decided on the correct order, read the caption through together.
Check for meaning.	If there is time, lay out the words again (with Pip's help) to make 'silly sentences' where the words are in the wrong order. *Pip has had a go at sorting out the caption. Do you think that he has got it right?* The children read the sentences and help Pip put them back into the correct order.
Fast Finisher and Take Away Reinforce the idea of a sentence.	**Quick activity: sentence-making** Give pairs an envelope with the same two sentences cut up, and a sentence board. The children work with a partner to re-make the two sentences. Encourage them to use the strategies practised in the group, and to keep re-reading to check for sense. Draw attention to any who have continued their second sentence on the same line as the first to reinforce the difference between a sentence and a line. **TA:** *What did we learn today?* **Ch:** *We have learned a rap with actions to remember our vowels, and how to put words in order to make a sentence.* **Ch:** *What will we take away?* **TA:** *You can each take an envelope with the cut-up sentences. Practise putting the sentences in order to make a caption on your sentence board.*

Session 34: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned the vowels, and to put words in order to make a sentence.* **Ch:** *What will we learn today?* **TA / Puppet:** *We are learning to identify the vowel in a word, and practising writing each vowel.*
Phonics Five Segment CVC words and identify medial vowel.	**Vowel Rap and vowel fans** *Do you remember the rap from yesterday? We will say it again, and do the actions. First of all Pip will do it.* Pip gets it wrong. He says *a, b, c, d, e. Can you remind Pip how it goes?* The children get it right. Give each child a letter fan with the five vowels. *What sounds do these letters make? They are the vowels.* *I'm going to say a word and I want you to listen carefully for the middle sound. Then show me the right letter for that phoneme on your fan.* Say these words: *bag, shed, clip, box, rush.* Give time for the children to listen and think before they show their letters. If they get it wrong, say the word with the whole group again and segment the phonemes. Help the children to hear the middle sound.
Text Ten Reinforce correct letter formation for *a, e, i, o, u.*	**Handwriting practice** Show the sheet with the hand outline (with no letters on the outline) and the words of the Vowel Rap written underneath. Talk about which finger the children point to when they are doing the actions for each vowel. *We are going to practise writing the letters that will go on the fingers, and then you will put them into the right place on your sheet, in your best handwriting.* Hand out the whiteboards. Demonstrate the formation of letter *a*. The children watch as you talk through what you are doing, then write *a* in the air with their finger. They then 'write' it on their partner's back with their finger. Use Pip to write *a*. He forms the letter incorrectly. *Was that right? Can you show him how to do it?* The children show him how to do it. Pip tries again and gets it right this time. *Now you are going to practise for yourselves.* The children write *a* on the whiteboard several times. Check that they are forming the letter correctly and support if necessary. Repeat the process for each of the other vowels. *Well done. You've had lots of practice. Now its time to write the letters on your Vowel Rap sheets.* Give out the Vowel Rap sheets. The children write the vowels on the correct fingers.
Fast Finisher and Take Away Reinforcing knowledge of vowels.	**Quick Activity: Using Vowel Rap Sheets** Say the vowel rap together, pointing to the correct letters on their sheets as they say it. **TA:** *What did we learn today?* **Ch:** *To identify the vowel in words AND to practise writing each vowel.* **Ch:** *What will we take away?* **TA:** *You can take away your Vowel Rap sheet – practise saying the rap. You could teach it to somebody else at home.*

Session 35: Friday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to identify the vowel in a word, and practised writing each vowel.* **Ch:** *What are we learning today?* **TA /Puppet:** *We are learning to segment and spell CVC words, and how to work out words when we read on our own.*
Phonics Five Segment and spell CVC words.	**Magnetic spelling** *We are going to use all the things that we have been learning to help us segment and then spell some words.* *First we are going to practise segmenting words. Watch carefully while I write a word on the board.* Write *cat* on the board. *How many phonemes in 'cat'? I am going to put a 'sound button' under each phoneme in 'cat'.* Draw a dot under the *c*, the *a*, and the *t*. *Now we can use the buttons to help us hear the phonemes.* Point to each 'button' in turn and say the phoneme with the children. Give each child a magnetic board and a set of magnetic letters: *a, e, i, o, u, h, t, b, g.* *I am going to say a word. Listen to the word, say it, then segment it (break it up so you can hear each phoneme). Make the word with your letters.* Words: *hat hit hot hut; bag beg big bug bog* (use as many as you have time for). Check that the children have identified the correct letters and encourage them to read back their word with you before moving on to the next one.
Text Ten Begin to recognise features of fiction and non-fiction texts. Take note of punctuation.	**Guided Reading** The class teacher will select a book from Book Bands 3–4, ideally a non-fiction text which has captions. (Some children may still be reading at Bands 1–2, so the text may need to be at a lower level.) ***Book introduction:*** Look at the cover and title. Predict whether it will be a story or information. *Have you read any other books like this?* 'Walk through' the book. *Can you find any captions in the book? Can you circle a sentence with your finger?* (Demonstrate if necessary.) Discuss challenging vocabulary (no more than six words). *Do you know what the word means?* Look at word shape and recognise letters they know. *Is this like any other words that you know?* Words could be on cards so that the children can refer to them when reading independently. *Continued on next page*

Session 35: Friday *(continued)*

Teaching points	Activities/Teaching prompts or script
Follow print with eyes, finger pointing only at points of difficulty.	***Strategy check:*** Remind the children to follow the print with their eyes and only use their finger if they get into difficulty. *What can you do if you are trying to read a new word?* Take the children's suggestions and remind them to: try to say the phonemes (initial, medial, final); see if the word looks like a word they know already; read on and see what would make sense.
Search for information in print to predict, confirm or attempt new words while reading.	***Independent Reading:*** *As you read, see if you can find out something interesting about [subject of book], and circle the caption with your finger.* The children read independently, while you listen and offer support. ***Review:*** Praise the children for their problem-solving, particularly when tackling new words. Ask each child to show one caption and explain what they found out about.
Fast Finisher and Take Away Review and apply learning.	**Review of the week** **TA:** *Who can remember some of the things that we have done this week? What have we learned that is new?* Give time for the children to recall what they have done and things that they have learned. **TA:** *We learned the vowels by saying the Vowel Rap this week. It is a useful way to remember the vowel phonemes and the letters we use to write each phoneme.* **Ch:** *What will we take away?* **TA:** *Take away your Guided Reading book and see if you can read it to somebody else at home.*

Week 8

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WEEK 8 SESSIONS 36–40

Teaching assistant: Preparation and resources for this week

If you have time before the first session on Monday, try to read the story you have chosen to the group, or ask the teacher to read it at story-time. This will give the children time to enjoy listening to the story and help familiarise them to the way that it is written.

Session 36: Monday

Collect pictures / objects for the game of Croaker.
Select a big book with a story that has a familiar setting and repetitive language, e.g. *Suddenly* by Colin McNaughton, pub. Collins ISBN 0003015130.
Find two words that refer to the setting at different points in the text, and cover them.
Copy four pictures from the book and make a set for each child.

Resources

Bag with objects or pictures: peg, bin, lid, sun, bag, box.
Words of the Vowel Rap (poster from previous week).
Chosen big book.
Repositionable notes.
Set of four pictures from the chosen text for the children to sort. (These are not included in the resource pack; they will have to be prepared once the book has been chosen.)

Session 37: Tuesday

Collect letters for 'Full Circle' (copied from *Progression in Phonics* PCMs 7, 12, 19, 5, 20, 13, 24).
Small set of letter cards for each child: *ch, o, p, i, t, a*.

Resources

Large set of letter cards: *ch, o, p, i, t, a* (*Progression in Phonics* PCMs, pages 53–54).
Big book from yesterday.
Shared Writing materials.
Small set of letter cards or magnetic letters (one set per child): *ch, o, p, i, t, a*.

Session 38: Wednesday

Prepare a copy of the sentences written yesterday.
Provide envelopes with the cut-up sentences for each child.

Resources

Six three-box phoneme frames and pens.
Shared Writing sentences from yesterday.
Scissors.
Large piece of paper.
Six sentence boards.
Individual cut-up sentences for each child.

Session 39: Thursday

Collect pictures / objects for 'Circle Swap Shop'.
Make flashcards with four words used in the sentences on Tuesday.
Writing Flap Cards with the four words written in.

Resources

Pictures / objects: man, bag, peg, bed, lid, pig, hat, flag, sock, clock, bus, duck.
Flashcards (four words from the Shared Writing sentences, e.g. *was, school, then, saw*).
Individual whiteboards and pens.
Writing Flap Cards with the four words written on (one per child).

Continued on next page

WEEK 8 SESSIONS 36–40

Teaching assistant: Preparation and resources for this week

Session 40: Friday

Make zigzag books (A4 paper folded into three) for each child.

Resources

Three sets of Bingo Cards from *Progression in Phonics* PCMs 108, 109.
Pens.
Vowel Rap poster.
Zigzag books (A4 paper folded into three sections), one per child.

Progress Check

By the end of the week the children will be two thirds of the way through the programme. There is a Progress Check for the teacher to use, and this will form the basis of a discussion between you and the class teacher. This will provide an opportunity to monitor the progress of individual children and talk through any issues that may have arisen.

WEEK 8 SESSION 36

Session 36: Monday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned to segment and spell CVC words, and how to work out words when we are reading on our own.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear the medial phoneme and know its letter name, and to talk about where a story takes place and to re-tell it.*
Phonics Five Hear and identify medial vowels and naming letters.	**Vowel Rap and play Croaker using Pip** *Do you remember the Vowel Rap from last week? Pip's forgotten it. We'll say it together to remind him.* Say the Vowel Rap together. Show the children a bag filled with various pictures / objects. *Look at this bag of things. Pip wants to look inside. He's going to get the things out and tell you what they are. But listen carefully to see if he gets the words right. You might have to help him.* Take out the first object (a peg). Pip says the wrong word – *pig* The children correct – *peg.* *Which sound did he get wrong? Right – the middle 'e'. What's the letter name?* Repeat for each object, with Pip making a mistake with the medial vowel each time: peg – 'pag' sun – 'san' bin – 'bun' bag – 'bog' lid – 'lad' box – 'bix'
Text Ten Identify the setting of a story. Use contextual and grammatical knowledge.	**Shared Reading** Select a story with a familiar setting, which uses repetitive language. Ideally, it should have a repeated word or phrase on each page. This example is based on *Suddenly* by Colin McNaughton, Collins, but could be adapted to other books. Before you start, cover two words at different points in the text which denote the setting (e.g. *shop / school*) to work on later. The emphasis is going to be on re-telling after reading, so the shared read should be done briskly! Look at the cover together and flick through the book without reading it. Predict the setting. *Where do you think this story takes place?* Encourage the children to find a picture that backs up their suggestions. *Continued on next page*

Session 36: Monday (continued)

Teaching points	Activities/Teaching prompts or script
Cross-check with phonic knowledge	Read the book. Pause at the covered words. *I wonder what this word should say? How can we find out?* Take the children's suggestions and draw out these points: - We can use the context, e.g. look at the picture, and then re-read the whole sentence. *Can you think of a word that would make sense?* - We can check our idea by using phonics, e.g. uncover the first one or two letters and then the final letter. Use this to check the children's predictions, e.g. *You said 'supermarket'. This word starts with 'sh', so it can't be 'supermarket'. Can you think of another word? – 'shop'.* Uncover the whole word and re-read the sentence. While you are reading the text as a whole, draw attention to repeated words or phrases.
Fast Finisher Re-call and re-tell events from a familiar story	**Quick activity: re-tell the story** *Now Pip's going to re-tell that story. What happened in that story, Pip?* Pip doesn't say anything because he can't remember. *Who can remember what happened first? Let's re-tell together.* Go round the group, prompting the children to re-tell the events in order, and to use the story language, i.e. the repeated phrase.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to hear the medial phoneme sound and know it's letter name, and to talk about where a story takes place and to re-tell it.* **Ch:** *What are we going to take away?* **TA:** *You are going to use these pictures to help you tell the story. Remember to use the phrase we talked about.* Give the children a set of four pictures each from the story you have read. Choose four important events from the story. For example, if you are using *Suddenly*: 1. Preston on path with Wolf following. 2. Preston leaving shop, Wolf under tins. 3. Preston leaving school, Wolf falling off roof. 4. Steamroller crashing, Preston in shop.

Session 37: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**TA:** *What did we learn yesterday?* **Puppet:** *We learned to hear the middle phoneme sound and know its letter name, and to talk about where a story takes place and to re-tell it.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to read and spell CVC words, and to use ideas from stories when we are writing our own sentences.*
Phonics Five Manipulate phonemes to read and spell CVC words.	**Vowel Rap and play Full Circle** Start with the Vowel Rap to reinforce the children's recognition of the vowels. *We will start by saying the vowel rap together. See if Pip gets it right this time!* Play Full Circle. Give out letters *ch, o, p, t, i, a* (PCM, p. 215). Pip says the first word: *chop*. The children with those letters come out to make the word. As say the individual phonemes and then the whole word. Write this word on the board. *You need to look out to see when we get back to this word again. Let's see who will be first to shout 'Full Circle!'.* Say the next word and ask the children to decide who has to stay and who has to swap. Say the phonemes and then the whole word again. Repeat until you have gone 'full circle'. Words for the game are: *chop, chip, tip, tap, top, chop.*
Text Ten Link personal experience with events in stories. Use 'talk for writing', demonstrating the process of discussing and rehearsing ideas before writing. Use a capital letter for personal pronoun 'I'.	**Shared Writing** *Do you remember the story from yesterday?* Quickly re-cap, involving the children. *We're going to write some sentences today as though we were in that story.* Explain what you mean by showing a page from the story and placing yourself in it: *I was walking to school. Then I saw a wolf.* The focus for the writing is to use two sentences, with the sentence stems *I was ...* and *Then I ...*. (You will need to adapt this example to the story you have read.) *Turn to your partner. Make up two sentences yourself, as though you were in the story.* Take some suggestions from the children, and decide on the two sentences you are going to write. Say them with the children. Now I am going to write those two sentences. I will start with the first sentence. The first word is *I*. We always use a capital letter for the word *I*. Write *I*. *Continued on next page*

Session 37: Tuesday (continued)

Teaching points	Activities/Teaching prompts or script
Spell high frequency words correctly, e.g. *to*.	Continue writing the rest of the first sentence, talking about what you are doing and asking the children to help with spellings as appropriate. For example: *The next word is 'to'. That was one of your 'quick-fire' words, so you should remember it. Who can help me to spell it?* *I've finished my first sentence. How am I going to show that I have finished writing that idea?* Prompt for using a full stop.
Know that a line of writing is not necessarily the same as a sentence.	Write the second sentence. Talk about why you are using a capital *I* even though it is not the beginning of the sentence. *Whenever we are using 'I' to write about ourselves, we use a capital letter, not a lower case.* Read through both sentences together. As you write, try to make sure that the first sentence does not finish at the end of the line, e.g. I was walking to school. Then I saw a wolf. Talk about the fact that a sentence does not always fit on just one line.
Fast Finisher Segment to spell and blend to read CVC words.	**Quick activity: make words** Give the children one set between two of the letter cards with *ch, o, p, i, t, a*. *Can you make a CVC word using some of these letters?* Watch as the children make words. Ask each pair to read their word, encouraging them to blend the phonemes. Ask them to decide whether it is or is not a word.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to read and spell CVC words, and to use ideas from stories when we are writing our own sentences.* **Ch:** *What will we take away?* **TA** *You can take your letter cards. Try to make as many different CVC words as you can with these letters.* Give each child a set of the letters *ch, o, p, i, t, a*.

Session 38: Wednesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to read and spell CVC words, and to use ideas from stories when we are writing our own sentences.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell more CVC words, and to put words in order to make sentences.*
Phonics Five Spell CVC words, including digraphs.	**Use phoneme frame to write CVC words** Give each child a three-box phoneme frame and pen. *Pip is going to say a word. Listen carefully. We will segment the phonemes together. Then you will write the word. You need to write the correct letter to represent each phoneme. But don't forget that sometimes we use two letters to represent only one phoneme.* Pip says *shed*. Segment the word into phonemes: *sh -e -d*. The children write *sh* in the first box on the phoneme frame, *e* in the second box, *d* in the third box. Ask them to point to the letters, say each phoneme and then the whole word. Then show Pip their frames. Check that each word is right (with Pip) giving support where necessary. You may need to remind the children about the digraphs : "Two letters, one phoneme". Repeat with: *fish, chip, sun, hat, shop*.
Text Ten Use knowledge of phonics and word recognition to identify words. Check for meaning.	**Sentence level work** *Read the Shared Writing sentences you wrote yesterday. How many sentences are there? Yes, there are two ideas, so there are two sentences. I want you to hold these sentences in your head.* *Now I'm going to cut up the sentences into words. Watch to see where I cut.* Cut the sentences into individual words, but leave the full stops with the final word in each sentence. Pip throws the words in the air to muddle them. The children sit on the carpet. Put a large sheet of paper in the centre (landscape ☐). *Oh no, Pip has muddled up the words. We are going to put the sentences back together again. We'll put them on this sheet of paper.* Work together as a group to re-arrange the words into two sentences. Find the capital *I* to start the first sentence. Look for other words they know. *Can you see any of your 'quick-fire' words? Work out other words using phonic knowledge.* Look for words with a full stop at the end of them. When all the words have been placed in order, read what you have made – does it make sense?

Session 38: Wednesday *(continued)*

Teaching points	Activities/Teaching prompts or script
Reinforce that a line of writing is not necessarily a sentence.	Pip pretends to be angry because he's been left out. He pushes all the words off the paper and turns the paper around the other way (portrait). *Oh no, now we'll have to make the sentences again. The paper's around the other way. We won't get so many words on a line. But we'll still be able to make sentences.* Re-make using the cues as above, asking Pip to put the words on the paper. *Pip's happy now. Let's all read the sentences together.* Run your finger along as you read, emphasising reading phrases rather than word by word. Talk about the fact that when you reach the end of the line you have not necessarily finished reading the whole sentence.
Fast Finisher	**Quick activity: individual sentence boards** Give each child a copy of the cut-up sentences and a sentence board. Ask them to put the board in front of them in portrait position. Then they have a go at re-making the sentences. When you re-read the sentences together, ask the children to 'point with their eyes' instead of using their finger, and to read phrases rather than word by word.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to spell more CVC words, and to put words in order to make sentences.* **Ch:** *What will we take away?* **TA:** *You can take away your cut-up sentences, and practise making and reading the sentences.* Give each child an envelope with a set of cut-up words from the two sentences, and a sentence board.

Session 39: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to spell more CVC words, and to put words in order to make sentences.* **Ch:** *What are we learning today?* **TA/Puppet:** *We are learning to identify the medial phoneme in words, and how to spell the words in our sentences.*
Phonics Five Identify phonemes in the medial position.	**PlayCircle Swap Shop** Sit the children in a circle. Give each child an object or picture: man, bag, bed, peg, lid, pig. Pip will say a word. The children need to listen, identify the middle vowel and decide whether their object has the same middle vowel phoneme as the word that Pip has said. If it does, they stand up. When you say *Swap Shop!* they swap places with another child who also has an object with that middle vowel. e.g. Pip says *cat* – children with man and bag swap places. Pip says *leg* – children with bed and peg swap. Pip says *pin* – children with lid and pig swap. Collect the pictures / objects. If there is time, repeat the game using six more objects: hat, flag, sock, clock, bus, duck. This time Pip says *tap*, then *dog*, then *plug*.
Text Ten Read and spell high frequency words: was, school, then, saw.	**High frequency words and handwriting** Before the session, make flashcards using words from the two sentences you wrote on Tuesday (you could use some of the cut-up words from Wednesday). Choose four words from the sentences for the children to learn to spell (from Appendix List 1). If using the *Suddenly* text the words would be: *was, school, then, saw.* *Pip is going to show you a word on a card. We are going to read the word together and learn how to spell it.* Pip holds up the first card card, e.g. was. The children read the word together and look at it carefully. Ask them all to close their eyes and try to remember it; write it with their finger in the air; then pretend to write with their finger on another child's back. *You've had a chance to practise, now try writing the word on your whiteboard.* Each child then writes the word on their whiteboard. Pip shows the flashcard again and they check to see whether it is right. *Look carefully at what you have written. Does it look right. If you made a mistake, which part did you find difficult?* Repeat with the other three words.

Continued on next page

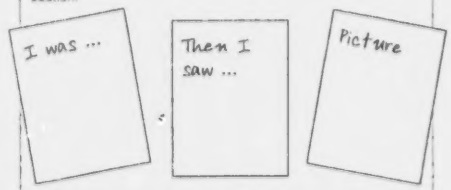
WEEK 8 SESSION 39

Session 39: Thursday *(continued)*

Teaching points	Activities/Teaching prompts or script
Fast Finisher Spell high frequency words.	**Quick activity: Writing Flap Cards** Give out Writing Flap Cards with the words you have been learning written underneath the flaps. Check that the children can read each word. For example, say a word and ask *Who can find it first?* If using *Suddenly!* , words will be: was, school, then, saw. Give the children the chance to practise writing one of the words and remind them to use Look, Cover, Write, Check.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to identify the medial phoneme in words, and how to spell the words in our sentences.* **Ch:** *What will we take away?* **TA:** *You can take your Writing Flap Cards and practise writing the words we have been learning.*

WEEK 8 SESSION 40

Session 40: Friday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to identify the medial phoneme in words, and how to spell the words in our sentences.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to blend phonemes to read CVC words, and to write about things that have happened to us, using ideas from stories.*
Phonics Five Blend phonemes in CVC words for reading.	**Vowel Rap and play Bingo** *Pip's been practising the Vowel Rap. Listen to see if he gets it right.* Pip gets it right. Repeat it with the children joining in. *We are going to play a game where you need to blend the phonemes in words so that you can read them.* Give out three "Bingo Cards", one between two (PCMs 108 and 109 in *Progression in Phonics*) disk – desk – dent – damp – dump well – will – wish – win – whip lack – lick – lock – luck – loss (Have a set of cards with each individual word for you and Pip to use.) Pip picks the first word and calls it out. The children look for the word on their card, and tick it they have it. Continue until one pair have ticked all their words and shouted *Bingo!* Look at the Bingo card together. Check with the word cards which words have been called.
Text Ten Write about personal experience linked with events and language in stories.	**Guided Writing: make a simple zigzag book** *Today you are going to make your own zigzag book using ideas that we've been talking about this week.* Show the children the format of the book and talk about each section:  *On the first page you are going to write a sentence about where you went or what you did. On the second page you are going to write a sentence about what you saw.* (This will depend on the setting of the book you read this week, and the structure of the sentences you wrote together.) *On the third page you can draw a picture.* *Continued on next page*

Session 40: Friday (continued)

Teaching points	Activities/Teaching prompts or script
Use 'talk for writing' to discuss, rehearse and refine ideas before writing.	Give time for the children to discuss with a partner what they are going to write about. *Can you put your ideas into two sentences?*
Use capital letter for personal pronoun *I*.	*Now you are going to use your ideas as you write your own sentences. Start with page 1. The first sentence you are going to write starts 'I was…'.* *What sort of letter do you use when you are writing 'I'?*
Use phonological, graphic knowledge and sight vocabulary when spelling. Write simple sentences, use capital letters and full stops.	Prompt and support the children as they write independently. Encourage them to spell high frequency ('quick-fire') words accurately. Check that they are using capital letters and full stops for each sentence. Children who are able to do so could turn the book over and carry on writing more sentences.
Fast Finisher and Take Away Read own writing and check that it makes sense.	**Quick activity: Read zigzag books** Ask each child to read their book to Pip and the rest of the group. Pip is very pleased every time he hears a complete sentence. (He could jump up and down, shout *Yippee!* or ring a bell). **Review of the week** **TA:** *What have we learned this week?* Very quick review (reading and writing CVC words, using ideas from a book to help us write our own sentences). **Ch:** *What will we take away?* **TA:** *You can take home your zigzag book. You can draw the picture on the third page and read your book to somebody else.*

Progress check 2

	COMMENTS
Word level: phonic and letter knowledge ● Hear and say phonemes in medial position (*a, e, i, o, u*). ● Know the letter names of the vowels. ● Segment and spell CVC words. ● Blend and read CVC words. **Word level: word knowledge and sight vocabulary** ● Read and write the words *the, what, you, my, make, put, on, here, is, our, was, school, then, saw.* ***In Guided Reading:*** ● 'Point' with eyes, only using finger at point of difficulty. ● Use phonic knowledge to check and self-correct, using initial and final sounds. ● Apply knowledge of sight vocabulary. ***In Guided Writing:*** ● Apply phonic knowledge to attempt spelling. ● Apply knowledge of sight vocabulary when spelling.	
Sentence level ● Understand that a line of writing is not the same as a sentence. ***In Guided Reading:*** ● Re-read a sentence if stuck or to attempt/check a tricky word. ● Use the meaning of a sentence to attempt a tricky word. ***In Guided Writing:*** ● Identify a sentence when writing and when re-reading own writing to check for sense. ● Write simple sentences, using capital letters and full stops. ● Write two captions.	
Text level ● Re-tell a story from a series of pictures. ***In Guided Reading:*** ● Use knowledge of context to attempt a tricky word. ***In Guided Writing:*** ● Use familiar text as a model for their own writing.	

Week 9

WEEK 9 SESSIONS 41–45

Teaching assistant: Preparation and resources for this week

Session 41: Monday

Read the extra notes, 'Understanding Non-Chronological Reports'.
Select for a big book a simple non-chronological report which has a clear layout repeated on each page, e.g. *Whose Baby?* by Jason Amber, Rigby Red Giant. The class teacher can help with this.
Make labels (just words written on repositionable notes): *Heading, Picture, Information.*
Copy a page from the big book, reduce it in size and make a copy for each child.
Collect six more simple information books (one for each child) for the Take Away activity. You could use books from the class topic collection.
Copy the sheet (PCM, p. 216) 'Looking at Information Books' for each child.

Resources

Counters (six per child).
Big book – non-chronological report, e.g. *Whose Baby?* by Jason Amber, Rigby Red Giant.
Repositionable notes for labelling: *Heading, Picture, Information.*
Page from big book (reduced), one copy for each child.
Selection of six simple information books from class / school library.
Six copies of check list (PCM, p. 216).
Six magnifying glasses (optional).

Session 42: Tuesday

Draw out the format of an extra page for the information book (or enlarge PCM, p. 217 'Page Layout for a Non-chronological report').
Find a picture of the 'thing' that the page is going to be about, e.g. a picture or photo of a kitten, to stick on the page you will write together.
Add new words to the 'Quick-fire' packs: *has, can, got.*

Resources

Counters (six per child).
Format for page of non-chronological report (PCM, p. 217).
Picture / photo of the 'thing' you are writing about, e.g. picture / photo of a kitten.
Quick-fire word cards: *this, has, can, got.*
Pairs of new words added to children's 'quick-fire' packs.

Session 43: Wednesday

Copy the writing from yesterday and cut it into four pieces: heading / picture / sentence 1 / sentence 2. Muddle the pieces up and affix them to the board.
Make a small copy of the writing from yesterday for each child, cut into four pieces (as above).

Resources

Sticky dots.
Paper for board.
Sticky tack.
Large acetate sheet.
Big book from Monday.
Previous day's writing cut up into four parts (heading, picture, sentence 1, sentence 2).
Individual copies of cut-up writing (one for each child).

Session 44: Thursday

Sort out a set of magnetic letters *f, l, a, g, t, o, s, t, i, p* for each child.
Prepare Writing Flap Cards with the four words written under the flaps.
At the end of the session: Collect up the whiteboards with the sentences written on (do not let the children clean them!). Photocopy each child's sentence for tomorrow.

Resources

Magnetic board for each child.
Set of magnetic letters for each child: *f, l, a, g, t, o, s, t, i, p.*
Big book from Monday and Shared Writing from Tuesday.
Whiteboards and pens (one for each child).
Writing Flap Cards with: *this, has, can, got.*

WEEK 9 SESSIONS 41–45

Teaching assistant: Preparation and resources for this week

Session 45: Friday

The class teacher will select a set of books for Guided Reading (Bands 5/6, simple information book).
Copy a small version of the Shared Writing from Tuesday for each child.
Make a copy of each child's whiteboard sentence from yesterday.

Resources

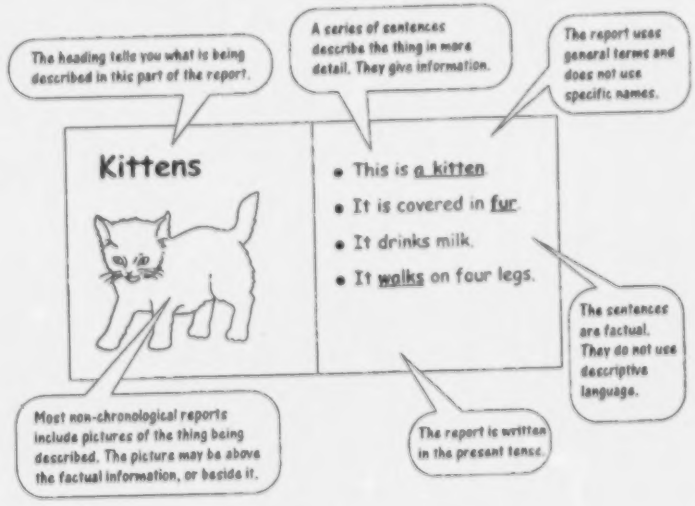
Magnetic boards and sets of magnetic letters c, k, l, s, s, u, a, t, r, o, i (one between two).
Guided Reading books (Bands 5/6, simple non-chronological report if possible).
A4 copy of Shared Writing (new page for information book).
Copy of own writing from whiteboard (Thursday) for each child.

WEEK 9 SESSIONS 41–45

Notes for teaching assistants: understanding non-chronological reports

These reference notes are to help you teach the children the main features of this type of text. For more details see *Developing Early Writing*, p. 154–155.

What type of text is it?	Non-chronological report.
What is the purpose of the text?	• To describe the way things are.
How is it usually set out? **What sort of words and sentences are used?**	• It starts with an opening statement, e.g. *This is a kitten.* • Then there are facts describing the thing in more detail. This could include what it looks like, how it moves, what it eats, e.g. *It is covered in fur.It drinks milk.* • A book may contain non-chronological reports on a range of different things, but the information for each one is organised in the same way, e.g. a book about animals may have separate pages on different types of animal, but each page has information about what it eats, what it looks like, how it moves, etc.
What sort of words and sentences are used in this type of text?	• Non-chronological reports are written in the present tense, e.g. *It eats...* NOT *It was eating ... / It ate ...* • Non-chronological reports are not written in the order that things happen. All the information about a thing is presented under one heading. • Non-chronological reports do not refer to specific named examples, e.g. *a kitten* NOT *Katy the Kitten.* • Non-chronological reports are factual and do not usually use descriptive language, e.g. *It drinks milk.* NOT *It laps up the delicious cold milk.*



Session 41: Monday

Teaching points	Activities/Teaching prompts or script
Oral opener	**All:** *What did we learn last week?* **Puppet:** *We learned to blend phonemes to read CVC words, and to write about things that have happened to us using ideas from stories.* **Ch:** *What will we learn today?* **TA / Puppet:** *We will learn to hear and say phonemes in CCVC words, and find out how a report is written.*
Phonics Five Hear and say phonemes in CCVC words.	**Play Sound Buttons** *Today you have got to do some really careful listening. I'm going to say some words. You are going to segment the phonemes and decide how many you can hear. We'll use counters to help us. Pip's going to show you how.* Say a word: *stop*. Pip segments *s-t-o-p* and places down four counters, one for each phoneme. *How many counters? Four. Let's check he's right.* Say and segment the phonemes together. Count them. Give each child six counters each. Say these words: *skip, sit, clap, fat, swim, leg, frog*. Help the children count the phonemes, checking after each word. Point out that there are two consonants before the vowel in some of these words.
Text Ten	**Shared Reading** Before the session, read the sheet 'Understanding Non-Chronological Reports'. Select a non-chronological report that has headings and simple information on each page. The script is based on the text *Whose Baby?* by Jason Amber, but could be adapted to other simple non-chronological reports. If you have difficulty finding a book, ask the class teacher – you may be able to use one the class have read before. It is not necessary to read the whole book during the Shared Reading session, you can dip into it.
Predict what a book will be about by looking at cover, title, blurb, etc. Give a reason to back up a point of view.	Begin by introducing the book. Look together at the cover (front and back), and read the blurb. Flick through (without reading). *What type of book is this?* Ask the children to explain their answer (e.g. photographs instead of pictures, title, layout, contents, index).
Identify the features of a non-chronological report.	If you are reading *Whose Baby?*, read the introductory pages (pp.2–3) to explain how to use the book. Choose a page to read. Read through the whole page, then go back and identify the heading, the picture, and facts that give us information. (In *Whose Baby?*, read pp.4–5 about a human baby.) Stick on three labels (on repositionable notes): *Heading, Picture, Information.* Ask the children: *Does it say 'I like this baby?' or 'I don't like...'? No it doesn't, because this type of book doesn't talk about feelings. The information is made up of facts.* *Continued on next page*

Session 41: Monday (continued)

Teaching points	Activities/Teaching prompts or script
	Choose another page. (In *Whose Baby?* ask a child to turn the lower pages to find the right parents, 'Adult' pp.6–7.) Ask the children to point to the heading and find the picture. Read the text. *What facts does it give us? Does it talk about feelings?* Draw attention to similarities with the previous page – both pages have a heading, a picture and three facts. *Pip will stick the labels on this page now.* If you have time, turn to the next baby pages ('Puppy', pp.6–7), read and then find the pages with information about the parents. Summarise the features of a non-chronological report. *If you were writing a report like this you would have to remember to have a title, headings, a picture, facts about things, and not to talk about feelings.*
Fast Finisher and Take Away	**Quick activity – spot the features** Choose another page from the shared text (e.g. *Whose Baby?* pp. 8–9 'Duckling'). Give each child a copy (reduced). Look at the page together. Ask the children to point quickly at the heading, then the picture, then the information. Check they can all do this, and quickly read through the page. **TA:** *What have we learned today?* **Ch:** *To hear and say phonemes in CCVC words, and to find out how a report is written.* **Ch:** *What will we take away?* **TA:** *You will take away another information book and a checklist. You are going to be detectives. Look at your book, and see if you can find: heading, picture, information. Tick them if you can.* Give each child another simple information book and a checklist (PCM, p. 216). You could also give them magnifying glasses to help them look.

Session 42: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear and say phonemes in CCVC words, and found out how a report is written.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear and say phonemes in CCVC words, and to write our own page for a report.*
Phonics Five Hear and say phonemes in CCVC words.	**Play Sound Buttons** *Do you remember how we played sound buttons yesterday with counters? Today we're going to play it again! Pip has got his pile of counters and is going to join in.* Hand out six counters to each child. Say these words one at a time: *slip, pig, trip, box, clap, dog, flag, sun, plan, smell, clock.* Ask the children to segment the phonemes and place a counter on the table for each phoneme (as yesterday). *This time the words will not all have the same number of phonemes, so listen really carefully.* Check that the children have put down the correct number of counters.
Text Ten Use 'talk for writing' to discuss and refine ideas before writing. Assemble information from own experience. Use simple sentences to be based on examples from reading.	**Shared Writing** Before the session, decide on an extra page that you could add to the book you were reading. If using *Whose Baby?*, *Remember the book we looked at yesterday? It was all about different animals and their babies. There wasn't a page about cats, so I thought we could write it together and add it to the book.* Show the children the Shared Reading text and check together that this page is 'missing'. *What sorts of things do we need to put on this page?* (Heading, picture, information.) Have the page format drawn out in the same way as the book: heading, picture, information points. *For Whose Baby? What are baby cats called? Can you think of any information about kittens for the book?* The children talk to one another. *We're going to write two sentences. First of all we'll say what the baby animal is. Then we'll think of a fact about it. Talk to your partner about the two sentences.* Decide on two sentences and say them all together. *I'm going to start writing. To start with, we need a heading.* (Write a heading, e.g. *Kitten.*) *If possible, find a picture of the thing you are writing about, e.g. a picture of a kitten, to stick on.* *We've got a heading and a picture. Now ... where shall we write the information?* (Follow the format of the shared text.) *Continued on next page*

Session 42: Tuesday (continued)

Teaching points	Activities/Teaching prompts or script
Apply phonological, graphic knowledge and sight vocabulary to spell words.	Write the two sentences, which could begin: *This is a .... It has / It can ....* (For example: *This is a kitten. It has fur.*) Encourage the children to use their knowledge of high frequency words and phonic knowledge to help you spell the words: *I want to write the word 'this'. That is one of your 'quick-fire' words. Who can help me to spell the word?* Read through what you have written together. *Pip is going to listen out for the ends of the sentences – see if he is right.* Pip gets very excited at the end of a sentence and jumps up and down, shouts *Yippee*, or rings a bell. Pip makes a mistake and cheers before the end of the sentence – the children correct him.
Fast Finisher and Take Away Read and spell high frequency words: *this, has, can, got.*	**Play Quick-fire Words** *We are going to play the quick-fire game with some of the words that we have been using in our sentences today.* Show the children a word on a card. Ask them to read it out loud, then try to remember it. Then they either write it in the air with their finger, or trace it on someone's back to practise the movements. Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. Practise *this, has, can, got* in this way. **TA:** *What did we learn today?* **Ch:** *We learned to hear and say phonemes in CCVC words, and to write our own page for a report.* **Ch:** *What will we take away?* **TA:** *You are going to take away your set of quick-fire words to play games with.*

WEEK 9 SESSION 43

Session 43: Wednesday

Teaching points	Activities/Teaching prompts or script
Oral opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear and say phonemes in CCVC words, and to write our own page for a report.* **Ch:** *What will we learn today?* **TA / Puppet:** *We are learning to segment and blend phonemes, and how to read sentences in a report.*
Phonics Five Segment phonemes and then blend for reading.	**Sticky sound buttons** *I am going to write a word. Pip has got some sticky spots and he's going to use them like the counters yesterday and stick them under each phoneme.* Write the first word up on a piece of paper. Read it together. Pip segments the phonemes and sticks a spot under each phoneme. Then he blends the phonemes to read the word. Repeat with six more words (*clip, drip, black, flop, skin, spell*). Write the word up and give each child a turn to stick the spots under a word to show the number of phonemes. Go through the list and read each word together by blending the phonemes. You may need to remind the children to use only one sound button for two letters in a digraph (e.g. s p e ll – five letters, only four phonemes).
Text Ten Identify sentences in text. Know the features of a non-chronological report. Expect reading to make sense and check if it does not.	**Sentence level work** Re-read a page from the big book you read on Monday. Place an acetate sheet over the page. *You are going to be 'Sentence Spotters' today. I am going to ask you to come out, find a sentence, and draw a circle round the whole sentence. How will you know where the sentence begins and ends?* Each child has a turn to circle a sentence by drawing on the acetate sheet. *Now we're going to look again at the writing we did yesterday.* (Before the session, cut up the writing, so that the heading, picture and two sentences are all on different pieces of paper.) Show the writing muddled up on the page, with the four separate pieces tacked to paper. Read it with the children. *This is supposed to be our new page for the book, but it has got all muddled up. Can you see what's wrong with it? Can you help me put the pieces in the right order?* Unstick the parts and put each one in the right place. As you are sorting, talk about the pages in the book. *What order do the parts come in the book?* Re-read the whole page together to make sure that it makes sense. Check the order together: heading, picture, information. *Continued on next page*

WEEK 9 SESSION 43

Session 43: Wednesday (cont.)

Teaching points	Activities/Teaching prompts or script
Fast Finisher and Take Away	**Quick activity: sort out the muddled text** Give each child a copy of the information page that you wrote on Tuesday, cut up into four parts. Ask the children to look at each part and decide what order the parts should go in. They could arrange the parts on their sentence boards. **TA:** *What did we learn today?* **Ch:** *We have learned how to segment and blend phonemes, and how to read sentences in a report.* **Ch:** *What will we take away?* **TA:** *You can take pieces of the report to practise putting them back into the correct order.*

WEEK 9 SESSION 44

Session 44: Thursday

Teaching points	Activities/Teaching prompts or script
Oral opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned how to segment and blend phonemes, and how to read sentences in a report.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell CCVC words, and to write our own sentences and spell correctly.*
Phonics Five Spell CCVC words.	**Play Magnetic Letters** Give each child a magnetic board and set of magnetic letters. *f, l, a, g, r, o, s, t, i, p.* Use one board to demonstrate on. *I'm going to say a word to Pip. He's going to see if he can find the letters to spell that word and make it on the magnet board.* Say *trip.* Pip repeats the word *trip*, segments it into phonemes – *t-r-i-p* – and thinks about the letters he needs. He puts them in the correct order on the board. Everybody reads the word together. *Now you can have a turn making some words on your magnetic boards.* Repeat the process above for *, flag, frog, stop, slip, flop, trap.*
Text Ten	**Write using high frequency words** *We've written one new page for the 'big book we've been reading this week. Today, you are going to have a go at writing another sentence to add some more information to that page.* *Let's remind ourselves. It's got to be a fact about 'the thing' – information. We're not going to write about how we feel about 'the thing'. Let's read what we have got already.* Read the first two sentences.
Use 'talk for writing' to collect ideas and rehearse sentences orally before writing.	If using *Whose Baby?*, *We've said what it is and what it looks like. Now we could add more information – what it eats, how it moves, what sound it makes.*
Apply phonological and graphic knowledge and sight vocabulary to spell words accurately. Use simple sentences to describe based on reading. Use a capital letter and full stop in a sentence.	Give time for the children to talk about the sentence they want to write. Each child has a whiteboard and pen and writes their sentence. As they write, prompt them to use words they know how to spell, their phonic knowledge and their idea of a sentence. *Say the word – what phoneme can you hear at the beginning/end/in the middle?* *That is one of your 'quick-fire' words – can you remember how to spell it?* *What comes at the beginning of a sentence? What comes at the end?* *Read through your sentence. Does it make sense?* Ask the children to read their finished sentence to their partner. (After the session, photocopy each child's whiteboard – they are going to take them home on Friday.)

Continued on next page

WEEK 9 SESSION 44

Session 44: Thursday (continued)

Teaching points	Activities/Teaching prompts or script
Fast Finisher and Take Away Read and spell high frequency words: *this, has, can, got.*	**Quick activity: Writing Flap Cards** *I've written four words under the flaps in your cards. I think you will be able to read the words because we had them in 'quick-fire' on Tuesday. Have a look and see if you can read the words, close the flaps and we'll practise spelling one of them.* Words: *this, has, can, got.* Give the children a chance to practise spelling *has.* **TA:** *What did we learn today?* **Ch:** *We learned to spell CCVC words, and how to write our own sentences and spell correctly.* **Ch:** *What will we take away?* **TA:** *You can take your Writing Flap Cards and practise spelling your words.*

Session 45: Friday

Teaching points	Activities/Teaching prompts or script
Oral opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to spell CCVC words, and to write our own sentences and spell words correctly.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell CCVC words, and how to read a non-fiction book on our own.*
Phonics Five Spell CCVC words.	**Play Magnetic Letters** Give the children a magnetic board between two and these magnetic letters: *c, k, l, s, s, u, a, t, r, o, i.* *We are going to play Magnetic Letters again, but I'm going to give you different words today, so listen carefully.* (Some words will contain digraphs as the final phoneme.) Pip does the first word. Say the word *stick*. Segment the phonemes. Find the magnetic letters and put them in the correct order on the board. Blend the phonemes to read the word. Pip says *s-t-i-c-k*, but puts these letters on the board: *s-t-i-k*. Look at the word together. *Can anyone see anything wrong with this?* Point out that the final phoneme is spelled *ck*. Make the change. *Now you are going to take it in turns to make a word. Make sure you read the word when you have finished to check that it is right.* Use as many of these words as you have time for: *stuck, track, trick, truck, cross, class, slot, clot.*
Text Ten Recognise features of non-fiction. Understand how to read non-fiction (not necessarily the whole book, beginning to end). Track text visually. Use strategy of omitting unknown word.	**Guided Reading** The class teacher will select a non-fiction book from Bands 4 or 5 (depending on the ability of group; a lower band may be required if the children are not reading at this level). Ideally the text will be a a non-chronological report. ***Book introduction:*** Look at the cover, title, and blurb. Predict whether it will be a story or information book. *Is this like the big book we've been reading this week? If it is, what will we find?* Draw out: headings, pictures; information (facts not feelings). Ask the children to skim through the book to see if they can find these features. All turn to the first (introductory) page. Ask the children to circle a sentence with their finger. *Now you are all going to read this page, then tell me what you have found out about what will be in this book.* Give time to read and then check they understand the subject of the book. Quickly talk through any difficult vocabulary they may have had trouble with. *Continued on next page*

Session 45: Friday (continued)

Teaching points	Activities/Teaching prompts or script
Solve problems independently, drawing on a range of clues and checking for meaning. Extract information from a non-fiction text.	**Strategy check:** *You are going to choose a page to read on your own, then tell me a fact.* *Remember to follow the print with your eyes (instead of your finger). Look out for the sentences, and pause when you get to a full stop.* *What will you do if you get stuck on a word?* Draw out these strategies: look carefully at the word, and ask 'Does it look like a word I know?'; leave it out, read the rest of the sentence; go back and see which word would make sense. ***Independent Reading:*** The children read independently from another page in the book while you offer support. ***Return to the text:*** Praise the children for their problem-solving strategies, e.g. *I liked the way you thought about what would make sense and went back to re-read the sentence.* ***Response to the text:*** Ask each child to tell you the fact they discovered from the page they read independently.
Fast Finisher and Take Away Review and apply learning.	**Review of the week** **TA:** *Who can remember some of the things that we have done this week? What have we learned this week?* Take suggestions, such as: *We have read non-fiction books, written a new page, learned how to spell words with two consonants at the beginning.* **TA:** *It is useful to know that some words have two consonants at the beginning, because it helps you to spell. If I want to spell 'spot', I can hear two consonants before the vowel, so I know that I need to write two letters: 's' and 'p'.* **Ch:** *What will we take away?* **TA:** *You will take away your Guided Reading book from today. You could find out more facts by reading the rest of the book. Also, here is a copy of the page that we wrote for the big book, with your extra sentence. You can read it to someone at home.*

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Week 10

Teaching assistant: Preparation and resources for this week

Session 46: Monday

Collect pictures / objects for 'Croaker' game.
Select for a Shared Reading text a story that uses patterned language, e.g. rhyming sentences.
Cover one rhyming word in the text.
Bring in a teddy bear for the Fast Finisher.
Copy the teddy bear picture for each child (PCM, p. 218).

Resources

Set of objects / pictures in a bag: skipping rope, fly, spider, snake, bread, snow.
Shared Reading text, e.g. *This is the Bear* by Sarah Hayes, Walker Books.
Repositionable notes.
Acetate sheet and pen.
Teddy bear.
Outline drawing of a bear (PCM, p. 218), copied for each child.

Session 47: Tuesday

Enlarge 'luggage label' sheet to A3 (PCM, p. 219).
Think of two rhyming sentences based on the book read yesterday (examples in script).
Sort out 'quick-fire' word cards and add new cards to the children's packs.

Resources

Four-box phoneme frame and pen for each child.
Teddy bear.
A3 version of 'Luggage Label' (PCM, p. 219).
Pip's pointer.
Quick-fire word cards: *who, came, our, school.*
Individual whiteboards and pens.
Packs of 'quick-fire' words for each child, with new words added.

Session 48: Wednesday

Prepare Bingo Cards (PCM, pages 221–222) – laminate, if possible, so they can be re-used.
Cut a copy of the rhyming sentences from Tuesday into individual words.
Copy the sentences from Tuesday for each child. Cut them into individual words or phrases (suggestion in the 'Resource' section). Put them in an envelope for each child.

Resources

Bingo cards: *flip, flop, flap, frog, frock / snip, snap, snack, smack, slip / clip, clap, clop, crack, clock* (see PCMs, pages 221–222).
Rhyming sentences from yesterday, cut into individual words.
Individual copies of the rhyming sentences, cut up into words and phrases, e.g. *This is the bear who / came / to / our / school. / This is the bear who / looks / very / cool.*
Sentence boards.

Session 49: Thursday

Prepare letter cards for Full Circle.
Cover about six words in the Shared Reading text used on Monday. Choose high frequency words that the children know, or words they can work out using phonics. Do not cover more than one word in a sentence. See the script for suggestions based on *This is the Bear.*
Prepare Writing Flap Cards with the new words *who, came, our, school.*

Resources

Large letter cards: *s, t, i, a, p, c, f* (*Progression in Phonics* PCMs 23, 16, 13, 5, 20, 7, 10).
Pre-prepared copy of text from Monday, with certain words covered with repositionable notes (see Text Ten for suggestions).
Writing Flap Cards with words written under flaps: *who, came, our, school.*
Whiteboard and pen for each child.

WEEK 10 SESSIONS 46–50

Teaching assistant: Preparation and resources for this week

Session 50: Friday

Prepare seven paper plates with different consonant clusters: *cl, fl, sl, sn, fr, cr, sw.*
Make up word cards for Pip's Party Game.
Copy 'Luggage Label' sheets (PCMs, pages 219–220) and decide whether the children will need sentence stems written in for them.

Resources

Paper plates with consonant clusters written on them.
Word cards for Pip's party: *slip, slap, slick, clip, clap, clock, flip, flap, flick, snow, snap, snip, frock, frog, friend, cry, crisps, crunch, swing, sweet, swap* (see PCMs, p. 223).
Copies of 'Luggage Label' sheet – either blank, or with sentence stem written in (PCMs, pages 219–220).

WEEK 10 SESSION 46

Session 46: Monday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned how to spell words with two consonants at the beginning, and how a non-chronological report is written.* **Ch:** *What are we learning today?* **TA/Puppet:** *We are learning to listen for consonants at the beginning of words, and to read a book with patterned language.*
Phonics Five Identify the phoneme in a specified part of a word.	**Play Croaker using Pip** *All last week we were listening for, reading and writing words with two consonants at the beginning. Pip's still getting in a muddle. So I think you're going to need to help him today. I've got some things in the bag. He's going to say them. Listen carefully to see if you can tell which part of the word he's getting wrong.* Take the first object / picture out of the bag. Pip says the word, but makes a mistake. The children listen carefully and then say the correct word. Pip has another try and eventually gets it right. Words (and what Pip says): *skipping rope (slipping rope), fly (fry), spider (cider), snake (steak), bread (bed), snow (slow).* *So which part of each word was he getting wrong? What does he need to do? Listen for each phoneme at the beginning.*
Text Ten	**Shared Reading** Select a book that uses patterned language, e.g. rhyming sentences. Look for one that has complete sentences, rather than lines of a poem, so that the children do not get confused about capital letters and full stops. This example is based on *This is the Bear* by Sarah Hayes, Walker Books, but could be adapted to other similar books. Before the session, cover up the second word of a rhyming pair on one page.
Identify rhyming words and use the pattern of the rhyme to predict and check unfamiliar words. Use phonological, contextual and grammatical knowledge.	*Today we're going to read a book that you may know already.* Look at the cover, read the title and blurb and encourage the children to discuss what they already know about the story. *I'm going to read the book and you can join in with the parts you know. I want you to listen out for the rhyming words so that we can talk about them afterwards.* Start reading, and carry on until you get to the word that is covered. *Oh dear, I can't read this word. I wonder if we can work it out? Lets re-read the last bit and think of a word that would make sense and sound right.* Draw attention to the rhyming pattern, and get the children to suggest words. For example: *We need a word to rhyme with 'clean'. You suggested 'been'. What would the first letter be? I will uncover the letter and see if you are right.* *Continued on next page*

WEEK 10 SESSION 46

Session 46: Monday

Teaching points	Activities/Teaching prompts or script
Identify patterns in text. Identify and read words in repeated phrases.	Finish reading the book. *Did you hear any rhyming words?* Encourage the children to give examples, looking back at the text to check if necessary. *Did you notice any words that were repeated on nearly every page? Let's try to find those words in the book.* (In *This is the Bear* – *this, is, the, who.*) Put an acetate sheet over a page (the first page, if using *This is the Bear*). Ask individual children to come up and draw a circle around one of the repeated words. Repeat this on the next page if you have time. *This book has patterned language because it uses rhyming words and some words are repeated on every page.*
Fast Finisher Use 'talk for writing', discussing own ideas based on the theme of the story.	**Quick activity** *I've brought a teddy bear of my own to show you today. He has had all sorts of adventures like the bear in the story. Can you think of anything that might have happened to him?* Give time for the children to talk about their own ideas for something that can happen to a bear. Encourage them to use ideas from the story. Give out sheets with outline drawings of a bear for the children to take away.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to listen for consonants at the beginning of words, and how to read a book with patterned language.* **Ch:** *What are we going to take away?* **TA:** *You are going to take this picture of a bear. You can think about what might happen to him. Draw some little pictures around the outside to remind you.*

WEEK 10 SESSION 47

Session 47: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned how to listen for consonants in words, and to read a patterned language text.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to identify phonemes and spell CCVC words, and to write our own rhyme like the one in the book.*
Phonics Five Identify phonemes and spell CCVC words.	**Phoneme Frame** Each child has their own four-box phoneme frame and Pip has one. *We're going to write some words on our phoneme frames. Pip's going to do the first one. Do you remember what he was getting wrong yesterday? That's right, he needs to think about the first two consonants.* Say *skip*. Pip writes *s-i-p* on his phoneme frame. *Oh no! He's forgotten something. Let's help him segment the phonemes. How many phonemes did you hear? There are four: s-k-i-p.* Pip writes the letters correctly in his phoneme frame. *There were two consonants at the beginning of the word – 's' and 'k'. Now it's your turn.* Say these words: *clap, trip, snap, flip, clock, brush.* The children write each one in turn on their phoneme frame. Check they have heard the consonant cluster and written the letters correctly.
Text Ten Revise patterns in text, and substitute own ideas; use these for writing. Use 'talk for writing' to collect, discuss and refine ideas before writing. Spell high frequency words correctly.	**Shared Writing: text innovation** Enlarge the 'Luggage Label' to A3. Before the session, think of two simple rhyming sentences that follow the same pattern as the book. For example, for *This is the Bear*: *'This is the bear who came to our school.'* *'This is the bear who looks very cool.'* *Do you remember our story from yesterday? Today we are going to write our own rhyme about the bear using the same pattern as in the book.* *I've brought my bear again today. I've got a label for him to wear around his neck, and the label will tell everybody what happened to him.* *I'm going to write two sentences, and each one will start with the words we found yesterday that were repeated all through the book. Do you remember what they were?* *(This is the... who...)* *The first sentence will go like this: 'This is the bear who came to our school.'* Get the children to think of ideas for a second sentence to rhyme with the first. When you have decided on the ideas, say the whole rhyme through together before writing. *Continued on next page*

WEEK 10 SESSION 47

Session 47: Tuesday (continued)

Teaching points	Activities/Teaching prompts or script
Spell using analogy with known words.	*I'm going to write our rhyme on the luggage label for my teddy to wear. The first word is 'This'. You've learned that before as one of your quick-fire words, so who can remember how to spell it?* Continue writing the sentences, involving the children in spelling words that they know, and joining in with re-reading the sentence to check that it makes sense.
Read fluently with attention to punctuation.	Use analogy with known words when spelling the rhyming word, e.g. *The last word I want to write is 'cool'. It rhymes with 'school', so let's see if we can use that to help us spell. What is the initial phoneme? The rest of the word is just like 'school', so I know that I need to use 'o-o-l' to spell it.*
Read fluently with attention to punctuation.	*Pip's going to read the whole rhyme for us now. We will listen and check that it makes sense.* Pip points to each word and reads in a stilted, word-by-word way. *Shall we show Pip how to read it?* Run the pointer under phrases and read fluently, pausing at the full stop.
Fast Finisher Read and spell high frequency words: *who, came, our, school.*	**Play Quick-fire Words** *We are going to play Quick-fire Words with some of the words that we have been using in our sentences today.* Show the children a word on a card. Ask them to read it out loud and try to remember it. The children either write it in the air with their finger or trace it on someone's back to practise the movements. Next they have a go at writing the word on their whiteboards and checking the spelling by looking back at the original card. Practise *who, came, our, school* in this way.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to identify phonemes and spell CCVC words, and to write our own rhyme like the one in the book.* **Ch:** *What will we take away?* **TA:** *You can take away your own set of quick-fire words to play games with.*

WEEK 10 SESSION 48

Session 48: Wednesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to identify phonemes and spell CCVC words, and to write our own rhyme like the one in the book.* **Ch:** *What are we learning today?* **TA:** *We are learning to blend phonemes to read CCVC words, and to check that words make sense when we read them in a sentence.*
Phonics Five Blend phonemes in CCVC words for reading	**Play Bingo** Use extra Bingo cards (PCM, pages 221–222) for this game, not the *Progression in Phonics* cards. Make a set of cards with just the words on, to use as you call them out. Give out three Bingo cards, one between two, and pens. Give an extra copy of one card to Pip. Pick a card and call out the word. The children look for the word on their card and tick if they have it. Continue until one pair have ticked all their words and shouted *Bingo!*. Meanwhile, Pip is also ticking off words correctly! Look at the winning Bingo card together. Check with the word cards that have been called and make sure that the children are able to blend the phonemes to read the words.
Text Ten Expect reading to make sense and check if it does not.	**Sentence level work** Before the session, cut up a copy of the rhyming sentences you wrote yesterday into individual words. *I think Pip is in a bad mood – he was cross because we wrote a label for my teddy yesterday and we didn't do one for him. Just look what he has done to our writing from yesterday.* Show the children the cut-up words and spread them out on the table or carpet. *I will need you to help me put them in the right order.*
Use the pattern in the text to predict and check unfamiliar words.	Use the pattern of the rhyme and repeated words in the sentences as prompts to help the children as they re-order. e.g. *We can start by remembering those words that were repeated in every sentence in the book. We used them at the beginning of each sentence and some of them are 'quick-fire' words. Who can find: This / is / the / bear / who?* When the children have found these words, point out that there are two copies of each one, because each sentence starts in the same way.
Use phonological and graphic knowledge to read words.	*Now we need to finish each sentence.* Give further prompts as the children re-order the words and complete each sentence. For example, use punctuation: *The full stop goes at the end of the sentence;* use phonic strategies: *What is the initial phoneme in 'looks'? Which letter are you looking for at the beginning of the word?*; look for this week's 'quick-fire' words: *came, our, school.* *Continued on next page*

WEEK 10 SESSION 48

Session 48: Wednesday

Teaching points	Activities/Teaching prompts or script
	Keep re-reading the sentences so far, to check that the rhyme makes sense. When it is finished, read it through together. *Pip liked listening to you reading that rhyme. I think he's feeling a bit better now.*
Fast Finisher	**Quick activity: sorting the rhyme** *Now you are going to try sorting out your own copy of the rhyming sentences and putting them on your sentence boards.* Give each child a copy of the sentences. The repeated phrase is on one piece and the rest of each sentence is cut up into individual words, e.g. *This is the bear who / came / to / our / school. / This is the bear who / looks / very / cool.* Encourage the children to start by looking for the words that are repeated in the book and that you have used to start your sentences. The children read through the rhyme with Pip.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to blend phonemes to read CCVC words, and to check that words make sense when we read them in a sentence.* **Ch:** *What will we take away?* **TA:** *You can take your cut-up rhyme and put it in the right order. Then you can read through the whole rhyme and check that it makes sense.* Each child takes an envelope with the cut-up phrases and words, and a sentence board.

WEEK 10 SESSION 49

Session 49: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**TA:** *What did we learn yesterday?* **Puppet:** *We learned to read CCVC words, and to check that words make sense when we read them in a sentence.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to change the phonemes to make new words, and to use different ways to help us spell words.*
Phonics Five Manipulate phonemes to make CCVC words.	**Play Full Circle** *Today we are going to play a game that you have done before – Full Circle.* Give out letters to the children (and one for Pip): *s, t, i, a, p, c, f* (*Progression in Phonics PCMs, pages 53–56*). Say the first word – *slip*. Children with the correct cards come out and make the word. All segment the phonemes, then blend to read the whole word. Write this word on the board. *You need to look out to see when we get back to this word again. Let's see who will be the first to shout 'Full Circle!'.* Go through the list of words, the children changing as needed to make words. Segment and blend the phonemes each time. Words: *slip, clip, flip, flap, clap, slap, slip.*
Text Ten Use a range of strategies to spell words correctly: – learning high frequency words, e.g. *this, went, who* – using phonic knowledge and segmenting phonemes to spell, e.g. *man, back, smell.*	**High frequency words and spelling** Before the session, look back at the text you used for Shared Reading on Monday. Select about six words to cover up. The children are going to have a go at writing these words, so they need to be 'quick-fire' words, or words they can segment and spell. (In *This is the Bear*: p. 1 *This*; p. 3 *man*; p. 4 *back*; p. 5 *went*; p. 7 *who*; p. 11 *smell*. The children each have a whiteboard so that they can attempt to spell the covered words as you read through the book. *Pip's been covering up all sorts of words in our book. We're going to see if we can fill in the gaps by writing the missing words on the whiteboards.* Read through the book, stopping each time you find a covered word. Talk to the children about what the word should be, and then give them a chance to write it on their whiteboards. Prompt them to use appropriate strategies. For *This is the Bear*: p. 1 **this** – *We have learned this word before as a 'quick-fire' word. The initial phoneme is spelled with two letters – which ones are they?* p. 3 **man** – *Say the word, and segment the phonemes: 'm-a-n'. Which medial vowel can you hear? Check that you have written the correct letter.* p. 4 **back** – *Say the word, and segment the phonemes. Which two letters do you need for the final phoneme?* *Continued on next page*

WEEK 10 SESSION 49

Session 49: Thursday (continued)

Teaching points	Activities/Teaching prompts or script
	p. 5 **went** *We have learned this word before as a 'quick-fire' word. There are two consonants at the end of this word. Segment the phonemes.* p. 7 **who** *This is a quick-fire word this week. It is quite a tricky one because it has a silent letter at the beginning.* p. 11 **smell** *Say the word, and segment the phonemes: 's-m-e-ll'. There are two consonants at the beginning. The final phoneme is spelled with two letters.* Praise the children for applying what they have learned about spelling to try to spell words on their own. *Look at all those words you can spell. You can remember to segment the phonemes to help you spell words in your own writing, and to spell the words that you have been learning for the 'quick-fire' games.*
Fast Finisher and Take Away Read and spell high frequency words: *who, came, our, school.*	**Quick activity: Writing Flap Cards** Prepare Writing Flap Cards with this week's words: *who, came, our, school.* *We are going to learn some more spellings now. Here are your cards with four new words under the flaps. Let's look at the words together. Can you find 'who', 'came', 'our', 'school'?* Check that the children can read each word, and have a go at spelling a word using Look, Cover, Write, Check. **TA:** *What did we learn today?* **Ch:** *We learned to change the phonemes to make new words, and to use different ways to spell words.* **Ch:** *What will we take away?* **TA:** *You are going to practise spelling the words on your Writing Flap Cards.* Each child takes away their Writing Flap Cards.

WEEK 10 SESSION 50

Session 50: Friday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to change the phonemes to make new words, and to use different ways to spell words.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear the difference between consonant clusters, and how to write our own rhyming sentences.*
Phonics Five Distinguish between initial consonant clusters.	**Play Pip's Party** Give each child and Pip a paper plate with a different consonant cluster written on it: *cl, fl, sh, sn, fr, cr, sw.* Pick up the pile of word cards. *I'm going to read out a word, but I am not going to show it to you. Listen to the consonants and the beginning of the word and decide whether it should go on your plate.* With *swan*, for example: *This goes on Pip's plate because it has got 'sw' at the beginning.* Repeat for: *slip, slap, slick, clip, clap, clock, flip, flap, flick, snow, snap, snip, frock, frog, friend, cry, crisps, crunch, swing, sweet, swap.* Each time the children decide whether the word should go on their plate. Show them the word and get them to check whether they are right.
Text Ten Use 'talk for writing' to collect and refine ideas, and to rehearse complete sentences orally before writing. Use patterns from reading for own writing. Substitute patterns in simple rhymes.	**Guided Writing** The children are going to write their own pair of rhyming sentences today. They will use a 'luggage label'. They can either use a blank version (PCM, p. 219) and do all the writing independently, or they can use a version with the sentence stems already written in (PCM, p. 220). You will need to decide which sheet to give each child, depending on how much writing each child will be able to do independently. *Do you remember the Luggage Label we wrote for my teddy on Tuesday? Today you are going to write your own label to take home and put on your own teddy bear.* *First you need to think about what you are going to write.* Give time for the children to discuss their ideas, reminding them of the sentence stem that they will use at the beginning of each sentence. Encourage them to think of ideas that are different from the Shared Writing. If they are finding it hard to think, suggest some first lines, so that they can think of their own rhyming line. For example: *This is the bear who fell out of bed. This is the bear who bumped his head.* Or: *This is the bear I like to cuddle. This is the bear who fell in a puddle.* *Continued on next page*

WEEK 10 SESSION 50

Session 50: Friday (Continued)

Teaching points	Activities/Teaching prompts or script
Use phonological, graphic knowledge and high frequency words for spelling.	Encourage each child to say the whole rhyme out loud before they write, and to keep repeating it as they re-read their own writing, to help them remember what they want to write next. Support the children as they write independently, reminding them to use the spelling strategies practised yesterday, segment the phonemes, and remember the spelling of high frequency words. Prompt the children to use the correct punctuation as they write, e.g. *That is the end of your first sentence, so what do you need to do next?*
Fast Finisher and Take Away Substitute patterns in simple rhymes. Review and apply learning.	**Review of the week** *Let's read our new rhymes to each other.* Each child has a turn at reading their own 'luggage label'. Check to see whether they can re-read what they have written. **TA:** *What have we learned this week?* Collect ideas from the children, e.g. how to segment and blend phonemes to spell and read CCVC words; how to write our own rhyming sentences. **TA:** *You have been using the things you have done in games to help you spell words this week. Can you think of any examples?* e.g. *When you tried to spell 'smell' on Thursday, you segmented the word into phonemes just like you do when you are playing 'Magnetic Letters'. That helped you to write two consonants at the beginning of the word.* **Ch:** *What will we take away?* **TA:** *You can take home your luggage label and read it to someone. You could cut it out and put it round your teddy bear's neck.*

Week 11

WEEK 11 SESSIONS 51–55

Teaching assistant: Preparation and resources for this week

PREPARATION FOR DICTIONARY (for Session 52: Tuesday and Session 54: Thursday)
The focus for this week is making a simple dictionary with pictures and captions of the children in the group, and others in the class and school. You will need to make the following preparations:

- Either take photographs of the children before the session, e.g. with a digital camera, or find a time for the children to draw individual pictures of themselves. You will also need a picture of the puppet, the class teacher and yourself. You could use copies of the photos from Week 1.
- The pictures and captions will be compiled into a big book dictionary, with the alphabet written along the top of each page.
- Before the start of Tuesday's session, have the book made up, and put in entries for you and the class teacher. The page will include a picture, the person's name and a sentence about something they like, e.g. *Mrs Brown likes working with her group because they are good.*
- You can then add an entry for Pip on Tuesday, and one for each child in the group as they are completed during the week.

Session 51: Monday

Collect pictures / objects for 'Croaker' game.
Select a big book dictionary. It needs to be simple, have a theme, and to have blurb on the back cover, e.g. *Look for me in this ABC* Rigby Red Giant.
Make a set of name cards (one of every name in the group) for each child and a copy of the letters of the alphabet for each of them.

Resources
Bag with objects / pictures: hand, rubber band, list, belt, milk, pond.
Big book dictionary, e.g. *Look for me in this ABC* Rigby Red Giant, or any other simple themed dictionary (e.g. Oxford Literacy Web).
Pip's pointer.
Group's name cards – set of six for each child.
Alphabet strips for each child.

Session 52: Tuesday

Prepare the 'Dictionary of People in the Class' (see above).
If using a mnemonic for *because*, write it out: ***b**ig **e**lephants **c**an **a**lways **u**nderstand **s**mall **e**lephants.*
Find six simple picture dictionaries from the class.

Resources
Six counters per child.
Pre-made class name dictionary (with the alphabet written across the top of each page).
Six picture dictionaries.
Set of six letter cards – *a, d, m, i, g, w* – for each child.
Stopwatch (optional).

Session 53: Wednesday

Sort out a set of magnetic letters for each child: *n, d, k, b, a, l, i, s.*
Find a page from the big book dictionary with at least two sentences (e.g. *Look for me in this ABC, p. 8*).
Copy the sentence written yesterday, and cut up and muddle the words.
Make small copies of the sentence, cut up, in envelopes for each child.

Resources
Magnetic board and set of magnetic letters – *n, d, k, b, a, l, i, s* – for each child.
Big book from Monday.
Acetate sheet and marker.
Large copy of the sentence from Tuesday, cut up into separate words.
Sticky tack.
Small copies of the sentence from Tuesday, cut up into separate words – one for each child.
Sentence board for each child.

WEEK 11 SESSIONS 51–55

Teaching assistant: Preparation and resources for this week

Session 54: Thursday

Make up letter fans for each child with letters *l, s, i, b, e, f, i, a.*
Have photos or pictures of each child ready to use in the dictionary.
Prepare Writing Flap Cards with the words *like* and *because*.

Resources
Letter fans for each child with letters *l, s, i, b, e, f, i, a.*
Group's own dictionary with sentences from you, the class teacher and Pip already in position.
Photos or pictures of each of the children.
Paper for writing captions.
Glue.
Writing Flap Cards with *like* and *because*.

Session 55: Friday

The class teacher will select a Guided Reading text at the appropriate level (probably bands 4–5). Ideally, this will be a simple dictionary.
Select between six and twelve words from the dictionary and write them out on cards.

Resources
Seven four-box phoneme frames.
Guided Reading book (simple dictionary, selected by the class teacher) for each child.
Word cards (six words chosen from the Guided Reading dictionary).

Session 51: Monday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned to hear the difference between consonant clusters, and to write our own verse for a song.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning how to hear consonant clusters at the end of words, and how to use a dictionary.*
Phonics Five Hear phonemes within consonant clusters in the final position.	**Play Croaker using Pip** *Can you remember which part of words we were looking at last week?* *That's right – the beginning of the word. Today we are going to think about consonants at the ends of words. When we have two letters at the end, we call them consonant clusters because the consonants cluster together.* *I'm going to take something out of the bag and Pip will say the word. See if you can hear the consonants at the end of the word.* Take a picture of a hand out of the bag. Pip says *hand* correctly. *Can you hear the final consonants?* Segment the phonemes together: *h-a-n-d – hand has the consonant cluster 'nd'.* *Now I'm going to show Pip some more things. Listen carefully to see whether he says the right word.* Show a rubber band; Pip says *rubber bad*. The children correct. Repeat by showing the list; Pip says *lind*. *Pip, you were thinking of the 'ind' cluster in 'hand'. This is a different one. Try again.* Pip says *list*. *What is the consonant cluster? Yes, it's 'st'.* Further objects / pictures: belt (*bent*), milk (*mink*), pond (*pod*).
Text Ten Predict what a book will be about by looking at cover, blurb, etc. Understand the alphabetical organisation of dictionaries.	**Shared Reading** Before the session, select a Big book/dictionary, e.g. *Look for me in this ABC*, Rigby Red Giant. The dictionary needs to be simple, and to have blurb on the back. Try to find a themed dictionary, e.g. children's names, food, animals. Show the children the cover of the big book. Read the title. *What do you think this is going to be about?* Prompt for: alphabet, non-fiction / information (not a story). *We can find out more by reading the blurb on the back.* Read this to the children (Pip can run his pointer along the lines as you read). Then ask for their predictions. *Now we are going to look inside the book and see if we are right.* Draw attention to the alphabet (usually displayed down the side of the page or across the top). *Why do you think these letters are here? What order are they in?* Prompt for: alphabetical order, entries on each page relate to a specific letter. *Continued on next page*

Session 51: Monday *(Continued)*

Teaching points	Activities/Teaching prompts or script
Use simple dictionaries.	Choose two or three pages to look at. Draw attention to the initial letter and read the page together, with Pip pointing. For example, for *Look for me in this ABC*: *What do you think will be on the 'F' page? This girl's name is 'Frankie'. Can you find anything else that begins with 'F'?* Read the sentence together: *Frankie has freckles on her face.* Ask the children to find *freckles* and *face*. Use the children's knowledge of the alphabet to find a particular word: *Now we are going to look for a boy called Tom. Where shall we look? Is 't' at the beginning of the alphabet or at the end?* Help the children to locate *t* in the alphabet at the side of the page rather than reading through the whole book. Turn to Tom's page. Read the sentence together. *This page is telling us more about Tom, because dictionaries tell you **more** about the word you are looking for.* If you have time, look at further pages together. You could set a challenge, e.g. *Who can find the page with ... on? Who can find something beginning with ...?*
Fast Finisher Reinforce understanding of alphabetical order.	**Quick activity: sort names into alphabetical order** The children each have their name card (see Week 1) and there is an alphabet strip on the table. *Can you sort yourselves into alphabetical order like a dictionary?* Support the children as they do this.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned how to hear consonant clusters at the end of words, and how to use a dictionary.* **Ch:** *What will we take away?* **TA:** *You will take away a set of name cards. You are going to sort them into alphabetical order.* Give each child a set of name cards with the names from the group, and an alphabet strip.

Session 52: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear consonant clusters at the end of words, and how to use a dictionary.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to identify consonant clusters at the end of words, and how a dictionary works.*
Phonics Five Segment phonemes in CVCC words.	**Play Sound Buttons** *Yesterday Pip got in a muddle with the consonant clusters at the end of some words. Today you are going to help him by listening carefully. I'm going to say some words. You are going to segment the phonemes and decide how many you can hear. We'll use counters to help us.* Say a word: *bell*. The children segment *b-e-l-l* and place down four counters, one for each phoneme (they may need help with this). *There are four phonemes. The two at the end stick together, but still make separate sounds.* (You could demonstrate this by pushing the two counters together as you say each phoneme.) Repeat with these words: *felt, fist, jump, wasp, land, task.* Each time, say the word, segment it, count the phonemes, put down the counters, and push the counters together for the consonant cluster.
Text Ten	**Shared Writing: dictionary of people in the class** The dictionary will have been prepared before the session – see 'Teaching assistant: preparation and resources' page for full details. *We are going to make our own dictionary of people in our class. Each page will have a name and some information about that person. Our dictionary will have some information about what the person likes and explain why they like it. There are a couple of pages filled in already.* Show the children the completed pages for you and the teacher. Draw attention to the alphabetical order in the book.
Produce extended captions.	*We will start by writing about Pip.* If you have used *Look for me in this ABC*, follow the format of using other words in the sentence beginning with the same letter, e.g. ***H**annah **h**as **h**er **h**ands on **h**er **h**ead!*
Use 'talk for writing' to discuss and refine ideas and to orally rehearse sentences before writing.	*Pip will go on this page, because his name begins with 'p'. Let's think of a sentence about Pip.* Give the children a chance to talk about their own ideas, using words with the initial sound *p*. Share suggestions, e.g. *Pip likes painting pictures.* Rehearse the sentence orally: *Can you hear words beginning with 'p'?* *I'm going to extend this sentence by adding a bit more.* *Continued on next page*

Session 52: Tuesday (continued)

Teaching points	Activities/Teaching prompts or script
	Include *because* as a way of extending the sentence, e.g. *You suggested 'Pip likes painting pictures'. Why do you think he likes doing that? So we could say 'Pip likes painting pictures because it is fun.'*
Spell high frequency words – e.g. by using a mnemonic.	Model the writing of the sentence, involving the children in helping with spellings. Draw attention to the spelling of *likes* and *because*. (You may find it helpful to use a mnemonic to help remember this difficult word. Check with the class teacher if you are unsure about this approach. An example has been included for you to use if needed. *'because' is a tricky word – one way of remembering it is to use a little saying: **b**ig **e**lephants **c**an **a**lways **u**nderstand **s**mall **e**lephants.* Have this written on a piece of paper already. As you say the words, underline each initial letter. Then refer to this as you write the letters of *because* in your sentence. Re-read the whole sentence together.
Fast Finisher Use simple dictionaries, and understand their alphabetical organisation.	**Quick activity: play Dictionary Game** Give a picture dictionary to each child. Hand them a letter card each. *How quickly can you find a word in your dictionary that begins with your letter?* The children take it in turns to find a word. (The game could be played with a stopwatch against the clock.)
Take Away	**TA:** *What have we learned today?* **Ch:** *We have learned to identify consonant clusters at the end of words, and how a dictionary works.* **Ch:** *What will we take away?* **TA:** *You are going to take your dictionary and six letter cards. See how quickly you can find a word beginning with each letter. Remember to look at the alphabet across the top of the page.* Give each child an alphabet strip and set of six letters.

WEEK 11 SESSION 53

Session 53: Wednesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned how to identify consonant clusters at the end of words, and how a dictionary works.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell consonant clusters at the end of words, and to find and read sentences.*
Phonics Five Spell CVCC words.	**Play Magnetic Letters** Give each child a magnetic board and set of magnetic letters: *n, d, k, b, a, i, s.* Use one board to demonstrate on. *I'm going to say a word to Pip. He's going to see if he can find the letters to spell that word and make it on the magnet board.* Say *band.* Pip repeats the word, segments it into phonemes – *b-a-n-d* – and thinks about the letters he needs. He puts them in the correct order on the board. Everybody reads the word together. *Now you can have a turn making some words on your magnetic boards.* Repeat the process above for these words (do as many as you have time for): *bank, and, ink, link, blink, kind, sand, sink, sank.*
Text Ten Identify sentences in a text. Understand the concept of a sentence. Expect the words in a sentence to make sense.	**Sentence level work** Look back at the big book dictionary read on Monday. Select a page that has two sentences, or more (e.g. *Look for me in this ABC*, p. 6). Put a sheet of acetate over the page, and use dry-wipe pens to circle the sentences. *You are going to be 'Sentence Spotters' today. I am going to ask Pip to find a sentence and draw a circle round the whole sentence. How will he know where the sentence begins and ends?* Prompt the children to say *capital letter* and *full stop*. Pip circles a single word. Read the word. *Is that right? It doesn't make sense, does it? Sentences always make sense.* *Who can come and remind Pip how to find a whole sentence?* Ask a child to come out and circle a sentence. *That's better. Pip circled a word, not a sentence. Let's see if Pip can circle another sentence.* Pip circles a line of writing, not a sentence. Read the line of text. *Is that right? No, it's just a line – it doesn't make sense. Who can come out and put a circle round the whole sentence?* *We're going to look at the writing we did yesterday.* Before the session, cut up a copy of the sentence into individual words, muddle them up, and stick them on the board. Show the muddled sentence (Pip likes panting pictures because it is fun). Read it with the children. *Continued on next page*

Session 53: Wednesday (continued)

Teaching points	Activities/Teaching prompts or script
	Can you see what's wrong with this? Has it got a capital letter at the beginning? Has it got a full stop at the end? Does it make sense? Involve the children in deciding where the words should go. Unstick the parts and put them in the right place with the children's help. Read the sentence and check that it has a capital letter at the beginning and full stop at the end.
Fast Finisher Expect the words in a sentence to make sense.	**Quick activity: cut-up sentences** Give the children the cut-up sentence and ask them to re-assemble it on their sentence boards. Encourage them to keep reading the words and checking that it makes sense. When they have done that, ask them to turn their sentence boards round (portrait) and re-assemble the sentence again.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to spell consonant clusters at the end of words, and to find and read sentences.* **Ch:** *What will we take away?* **TA:** *You can take your cut-up sentence and your sentence board and practise putting the sentence back together again. Remember, you can use the board two ways.* Give each child an envelope with the cut-up words from the sentence, and their sentence board.

Session 54: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to spell consonant clusters at the end of words, and to find and read sentences.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell more consonant clusters at the end of words, and to write our own sentences and spell words correctly.*
Phonics Five Spell CVCC words.	**Letter fans** Prepare a letter fan for each child with these letters: *l, s, t, b, e, f, i, a.* *Today we are going to use letter fans to make some words. Which part of the word have we been concentrating on this week? The consonant clusters at the end of words.* *Pip's going to try one first. Watch carefully to see whether he gets it right.* Say the first word, *bell.* Pip repeats the words and segments the phonemes, but misses out one consonant: *b-e-l.* Pip finds the letters *b, e* and *l* on the letter fan. Read the word together. *What has Pip forgotten to put in his word? He's only put one consonant instead of two. Let's help him put it right.* Read the word together. *Now you can make some words.* Read each word and give the children time to find the letters. When you call 'Show Me!' they all show you their fans. If there are any difficulties, say the word, segment the phonemes and support the children in finding the correct letters. Words: *bell, best, felt, fist, list, last, fast, self.*
Text Ten Write extended captions. Use 'talk for writing' to rehearse complex sentences orally before writing.	**Guided Writing using high frequency words** You will need photos of each child or pictures that they have drawn of themselves for this activity. Start by looking together at the dictionary you have been making together, with the entries that you have written already for you, Pip and the class teacher. Turn to the page for the class teacher's dictionary entry and read together what he / she has written. e.g. *Which page will Ms Smith be on? Let's read what Ms Smith has written about herself – 'Ms Smith likes sausages because they are scrumptious. Now you can write a sentence about yourself for our dictionary.* Hand out photos and give the children time to talk about what their sentence will be. *You need to think about something that you like, and explain why you like it.* *Continued on next page*

Session 54: Thursday (continued)

Teaching points	Activities/Teaching prompts or script
Use phonological and graphic knowledge to write words.	Go round the group and make sure that each child can say out loud the sentence they intend to write. Help them with the structure: *[own name] likes ... because ....* Support the children as they each write their sentence on paper (to be stuck in the dictionary at the end of the session). Prompt them to use spelling strategies, e.g. saying the word and segmenting phonemes, thinking about spellings that they know, using word lists. If possible, help them try to think about a word that begins with the same letter as their name, e.g. *Aiden likes apples ... Dot likes doughnuts ....*
Fast Finisher Reinforce alphabetical order.	**Quick activity: putting work in the dictionary** Each child reads their sentence. Ask them which page their picture and caption need to go on in the dictionary. Stick the work in the book. If you have time, read through some of the dictionary pages together.
Take Away	**TA:** *What have we learned today?* **Ch:** *We have been spelling more consonant clusters at the end of words, and writing our own sentences.* **Ch:** *What are we taking away?* **TA:** *Here are your Writing Flap Cards. The two new words are 'like' and 'because'. You are going to practise spelling and writing these words. Can anyone remember our saying for 'because'? Yes, that's right – big elephants can always understand small elephants.* Each child takes away their Writing Flap Cards and practises spelling the new words.

WEEK 11 SESSION 55

Session 55: Friday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**TA:** *What did we learn yesterday?* **Puppet:** *We learned to spell consonant clusters at the end of words, and to write our own sentences and spell words correctly.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to spell more consonant clusters at the end of words, and all the things we can do to help us read a book on our own.*
Phonics Five Segment, spell and write CVCC words.	**Phoneme frames** Give each child a four-box phoneme frame and have one for Pip. *We are going to write some words on our phoneme frames. Pip's going to do the first one. Check to see whether he gets it right.* *Say help.* Pip writes *h-e-p.* *Oh no, he's forgotten something again. Let's help him segment the phonemes: 'h-e-l-p'. There was a consonant cluster at the end of the word. What was it? Yes, 'lp'.* *Say these words: hand, list, belt, jump.* The children write each one. Check they have heard the final consonant cluster and written it correctly.
Text Ten Orchestrate all clues. Solve problems independently, drawing on a range of cues and checking for meaning.	**Guided Reading** Before the session, the class teacher will select a Guided Reading text at an appropriate level (probably Bands 5/6). Ideally, this will be a simple dictionary. Select between six and twelve words from the book and write them out on cards for the children to find later. **Book introduction:** Look at the cover, title, and blurb. Predict whether it will be a story, information, or a dictionary. *Is this like the Big book we've been reading this week? If it is, what will we find?* Draw out: alphabetical order, captions (a sentence that gives more information about the word), pictures. Ask the children to find a word beginning with *m*. *Is it at the beginning, middle or end of the alphabet? It is in the middle of the alphabet, so you looked in the middle of the dictionary.* Ask a child to read a word beginning with *m* in the dictionary. **Strategy check:** *What sorts of things can you do if you get to a word you're not sure of?* Prompt for: sounding it out, leaving out the word, reading the rest of the sentence, going back and seeing which word would make sense, does it look like a word you know already? Remind the children that it might be a 'quick-fire' word that they know already. *Continued on next page*

WEEK 11 SESSION 55

Session 55: Friday

Teaching points	Activities/Teaching prompts or script
Use simple dictionaries.	**Independent Reading:** *Put a pile of words in the middle of the table.* *When we are reading a dictionary we don't need to read the whole book. We just look up particular words. I want you to pick up a card, find that word in the dictionary and read the caption with the word. When you have found one word, put your card back in the middle of the table and choose another card.* Support the children as they read independently. **Return to text:** Ask each child to tell you something about the words they looked up. Refer to and praise strategies used by children in independent reading. **Response to text:** *We've been looking at dictionaries this week. Which one did you like best, and why?*
Fast Finisher and Take Away Review and apply learning.	**Review of the week** **TA:** *Who can remember some of the things we have done this week, and some of the things you have learned?* **Ch:** *We have read dictionaries, we have learned how to spell words with consonant clusters at the end. We have learned to spell 'because'.* **TA:** *We have learned a lot about consonant clusters at the end of words. It is useful to know about consonant clusters to help with your spelling. If you say the word and segment the phonemes, you can often hear two phonemes after the vowel, so you know that you will need to use two consonants in your spelling.* **Ch:** *What will we take away?* **TA:** *You will take your Guided Reading book home to read to your family.*

Week 12

Teaching assistant: Preparation and resources for this week

The focus this week is on the children writing their own version of the Cinderella story. The Text Ten focus is on writing (Tuesday to Friday) so the pattern this week does not follow the same pattern as previous weeks.

Session 56: Monday

Copy Bingo cards from *Progression in Phonics* pp. 112–3 (laminate, if possible, so they can be re-used) and make a set of cards with the words.
Select a big book version of 'Cinderella'. It should be a fairly simple traditional version, e.g. *Cinderella* - retold by S.Cullimore. Pelican Longman. *Cinderella*. 'Take 2' series. Ginn.
Collect Cinderella 'props' or make copies of picture cards.
Make word cards (PCM, p. 231) with *beginning, middle, end*.
Cover words on the first page: *once, time, lived*.
Make sets of picture cards (PCM, pages 226–223) for re-telling the story.

Resources

Bingo Cards (*Progression in Phonics* PCMs, pages 112–113).
Word cards for Bingo (*wimp, wind, whisk, west, went, held, hump, hand, hulk, hunt, must, musk, mist, milk, mint*).
Simple, big book version of 'Cinderella'.
Props or pictures: glass slipper, wand, clock at midnight, pumpkin, mice (PCM, p. 225).
Word cards: *beginning, middle, end* (PCM, p. 231).
Sticky tack.
Pip's pointer.
Cards depicting events 1–8 in the story – one set per child (PCM, pages 226–227).

1. Cinderella cleaning floor.
2. Stepsisters shouting at Cinderella.
3. Invitations.
4. Fairy Godmother, pumpkin and mice.
5. Prince and Cinderella dancing.
6. Slipper and clock at midnight.
7. Trying on slipper.
8. Wedding.

Session 57: Tuesday

Make letter cards for Full Circle (*Progression in Phonics* PCM, pages 53–62).
Make zigzag books with eight pages; stick copies of the Cinderella pictures into each book, one per page.
Add new 'quick-fire' words to the children's packs: *once, time, lived, after*.

Resources

A4 letter cards: *b, s, t, l, n, p, m, e* (PCMs 6, 23, 24, 16, 18, 20, 17, 9).
Zigzag books with at least eight pages (from long strip of paper) – one each.
One copy each of the picture set used for re-telling yesterday.
Pictures to be stuck into the zigzag book.
Quick-fire word cards: *once, time, lived, after*, with small copies added to the children's packs.

Session 58: Wednesday

Collect seven paper plates and write a final consonant cluster on each one.
Cut up word cards (PCM, p. 232).
Copy Cinderella pictures with sentences, and cut into the eight separate parts of the story (PCM, pages 228–229).
Copy Cinderella pictures with sentences for each child.

Resources

Seven paper plates, each with a consonant cluster: *st, ft, lt, sk, mp, nk, nd*.
Word cards: *best, list, nest, lift, gift, raft, melt, salt, felt, desk, rusk, mask, bump, chimp, lamp, sink, bank, think, hand, wind, send* (PCM, p. 232).
Copy of Cinderella picture and sentence cards (see above), cut up into the eight separate parts of the story.
Small version of the cut-up sentences and illustrations for each child.

Teaching assistant: Preparation and resources for this week

Session 59: Thursday

Collect three hoops and pictures / objects for 'Hoop' game.
Prepare Writing Flap Cards with words *once, time, lived* and *after*.

Resources
Three hoops.
Pictures / objects: toast, pink, sand, nest, vest, first, ink, tank, wink, pond, hand, wand.
Cinderella zigzag books, continued from Tuesday.
Writing Flap Cards with *once, time, lived, after* written under the flaps.

Session 60: Friday

Collect pictures /objects for 'Rubbish or Treasure' game.
Think about each child in the group and be ready to help them think about things they have learned or achieved during the twelve-week programme.
You may want to have a celebration at the end of the session, as this is the last session for the group!

Resources
Pictures / objects: hand, pond, list, belt, milk, wand, rubber band, bank, vest, nest, clock, snow, frog, flag, brush, black, slug.
Cinderella zigzag books started on Tuesday.

Progress Check / Exit Strategy
The children have now reached the end of the twelve-week ELS programme. You will need to meet with the class teacher to discuss the progress made by each child, and plan any further support that will be needed by individual children. In addition to the final Progress Check, an 'Exit Strategy' flowchart is provided in the ELS Book to support the process of determining whether any further support is needed and how this may be structured.

Session 56: Monday

Teaching points	Activities / reading prompts or script
Oral Opener	**All:** *What did we learn last week?* **Puppet:** *We learned how to spell consonant clusters at the end of words, and how to use what we know to read a book on our own.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to read words with consonant clusters at the end, and to look for the beginning, middle and end of a fairy story.*
Phonics Five Blend phonemes and read CVCC words.	**Play Bingo** Copy Bingo cards from *Progression in Phonics* 112, 113 (*wimp, wind, whisk, west, went, held, hump, hand, hulk, hunt, must, musk, mist, milk, mint*). Make a set of word cards with all the words from the three Bingo cards. Give out three Bingo cards, one between two, and give an extra copy of one card to Pip. *We are going to play Bingo today. Listen very carefully to the phonemes at the end of the words, and remember what we learned last week about consonant clusters.* Call out a word (by choosing one card from the set). The children look for their word on the card, and tick if they have it. Continue until one pair has ticked all their words and shouted '*Bingo!*'. Meanwhile Pip is ticking words correctly! Look at the winning card together. Check with the word cards that have been called.
Text Ten Identify beginnings and endings in a fairy story.	**Shared Reading: 'Cinderella'** Before the session, find a big book version of 'Cinderella'. It should be a fairly simple and traditional re-telling, e.g. *Cinderella* retold by S.Cullimore Pelican, Longman or Ginn 'Take 2' series. Versions of the story may vary, e.g. there may be an announcement about the ball in the newspaper instead of an invitation. It does not matter if your version has this type of difference, just make a point of talking about it with the children. Cover the words *once, time* and *lived* on the first page. Before you show the big book, show the children 'clues' – either pictures or objects to help them guess the story. *We're going to read a fairy story that you may already know.* Show 'props' or pictures: glass slipper, wand, clock striking midnight, pumpkin, mice. *Can you guess which story it is?* Show them the big book version of 'Cinderella'. *Yes, it's 'Cinderella'. It's a fairy story because there's some magic in it. Pip is going to use his pointer to help us read the story. As I'm reading, think about how the story begins and what happens in the middle and what happens at the end.* Show the children three word cards: *beginning, middle* and *end*. *We are going to start by reading the beginning of the story.* *Continued on next page*

Session 56: Monday *(continued)*

Teaching points	Activities/teaching prompts or script
Identify the structure of a fairy story. Use contextual, grammatical and phonic knowledge to work out words.	Read briskly, with Pip running the pointer under each line (not pointing word by word) to aid fluency. Talk about the words that have been covered on the first page. Read the whole sentence with the gaps and ask the children to guess what is missing. Prompt for use of contextual knowledge: *Think about how fairy stories usually start.* Talk about the word *once*. *This is a tricky word! The first phoneme is 'w', but we do not spell it with the letter 'w'.* Check using phonic knowledge for the initial sounds in *time* and *lived*, e.g. *Which phoneme can you hear at the beginning of 'time'? Let's look under the sticky note. Is there a 't' at the beginning of this word?* Read up to the arrival of the invitation. *We've read the beginning of the story. What happened?* Stick on the *beginning* word card. *Now we're going to read the middle of the fairy story.* Pip points under each line as you read up to the point where the clock strikes midnight and Cinderella loses her slipper. *That's the middle of the story* (stick on the *middle* card), *where quite a lot happens.* Briefly ask the children to recount the events. *Now let's read the end.* Pip points under each line as you read to the end. *That's the end of the fairy story.* Stick on the *end* card.
Re-tell stories giving main points in sequence.	*I wonder whether you can remember what happened in the different parts of the story?* Take the beginning, middle and end cards and give them out, one between two. Ask each pair quickly to recount their part of the story.
Fast Finisher Re-tell stories giving main points in sequence.	**Quick activity: play Picture Game** Give each child a picture of an event in the story, with a card each for you and Pip. Ask them to identify where their picture comes in the story (beginning, middle, end). Ask the children to stand in line in the right order and then ask each child to tell their part of the story. (The children may need help with using the story language – *Once a upon a time, happily ever after*, etc.) Pictures: 1. Cinderella cleaning floor. 2. Stepsisters shouting at Cinderella. 3. Invitation. 4. Fairy Godmother, pumpkin and mice. 5. Prince and Cinderella dancing. 6. Slipper and clock at midnight. 7. Trying on slipper. 8. Wedding.

Continued on next page

Session 56: Monday *(continued)*

Teaching points	Activities/teaching prompts or script
Take Away	**TA:** *What did we learn today?* **Ch:** *To read words with consonant clusters at the end, and to look for the beginning, middle and end of a fairy story.* **Ch:** *What will we take away?* **TA:** *You are each going to take away a set of pictures to put in the right order and tell the story. Remember to say 'Once upon a time' at the beginning, and 'They all lived happily ever after' at the end.* Give copies of the eight picture cards to each child.

Session 57: Tuesday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to read words ending in consonant clusters, and to look for the beginning, middle and end of a fairy story.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to move phonemes around to make CVCC words, and to write two sentences for the beginning of a fairy story.*
Phonics Five Manipulate phonemes to make CVCC words.	**Play Full Circle** Give out letters to the children, keeping one for you and another for Pip: *b, s, i, l, n, p, m, e* (*Progression in Phonics*, PCM, pages 53–55). Say the first word, *best*. The children with the correct letter cards come out and make the word. All segment the phonemes, then blend to read the whole word. Write this word on the board. *You need to look out to see when we get back to this word again. Let's see who will be the first to shout 'Full Circle!'.* Go through the list of words, the children changing as needed to make words. Segment and blend the phonemes each time. Word: *best, belt, bent, pent, pelt, melt, met, net, nest, best.*
Text Ten	**Guided Writing** (no Shared Writing this week) Before the session, make zigzag books out of long strips of paper or card. Fold to make eight pages. Stick copies of the eight pictures the children have used for re-telling onto the pages.
Use the term *sentence* appropriately.	*This week we are going to make a book to take home about Cinderella. Here are some zigzag books with the pictures from yesterday stuck in. Let's look at the first two pictures. Today you're going to write sentences for the beginning of the story.*
Use some elements of known stories to structure own writing. Use 'talk for writing' to refine ideas and rehearse sentences orally before writing.	Ask the children to look at the pictures of Cinderella sweeping and the ugly sisters shouting and compose a sentence for each one. Remind them that a sentence needs to make sense. Remind them also of story language – e.g. *Once upon a time* – and help them to re-phrase their opening sentence to include this phrase.
Use phonological and graphic knowledge to write words.	Ask the children to write a sentence for each picture, e.g. *Once upon a time there lived a girl called Cinderella. Her sisters didn't like her.* Support the children as they write their first two sentences. Prompt to remind them of spelling strategies. *'Once' is a tricky word. Do you remember which letter it starts with? We looked at it yesterday. We could look at the beginning of the book to check our spelling.*

Continued on next page

Session 57: Tuesday (continued)

Teaching points	Activities/Teaching prompts or script
	You've written 'Once upon a ...' Re-read your sentence so far. Which word do you need next? That's right, 'time', because fairy stories usually start with that phrase. *What is the phoneme at the beginning of 'sister'? Can you hear any other phonemes in 'sister'?* *We were learning how to spell 'like' last week. Can you remember how to spell it? Is it up on the wall?* Encourage the children to read through their sentences and check that they make sense. *Now you have written the beginning of your Cinderella story.*
Fast Finisher Read and spell high frequency words: *once, time, lived, after.*	**Play Quick-fire Words** *We are going to play Quick-fire Words with some of the words we've been reading and writing from our story.* Show the children a word on a card. Ask them to read it out loud, then try to remember it. Then they either write it in the air with their finger or trace it on someone's back to practise the movements. Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card. Practise *once* and *time* in this way, and *lived* and *after* if you have time.
Take Away	**TA:** *What did we learn today?* **Ch:** *To move phonemes around to make CVCC words, and to write two sentences for the beginning of a fairy story.* **Ch:** *What will we take away?* **TA:** *You are going to take away your quick-fire word pack and play games to help you remember how to read and spell those words.*

Session 58: Wednesday

Teaching points	Activities/teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to move phonemes around to make CVCC words, and to write two sentences for the beginning of a fairy story.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear and see the difference between consonant clusters at the end of words, and to read sentences and put them in the right order.*
Phonics Five Distinguish between final consonant clusters.	**Play Pip's Party** *We're going to have a little party for Pip. Here are the paper plates.* Hand out the paper plates with the final consonant clusters on: *st, ft, lt, sk, mp, nk, nd* (one for each child and one for Pip). Pick up a pile of word cards. *I'm going to read out a word and not show you. Listen to the consonants at the end of the word and decide whether it should go on your plate. Read a word, e.g. best. That goes on Pip's plate because it's got 'st' at the end of the word.* Repeat for: *list, nest, lift, gift, raft, melt, salt, felt, desk, rusk, mask, bump, chimp, lamp, sink, bank, think, hand, wind, send.* Each time, the child looks at the word on the card to check if they are right. *Look carefully at the last two letters. Are they the same as the ones on your plate?*
Text Ten Identify the structure of a fairy story. Use the term *sentence* appropriately.	**Sentence level work** Copy the Cinderella illustrations with sentences underneath and cut them up. *I am going to show you eight sentences that are a version of our story, 'Cinderella'. We are going to sort them into the right order.* Give out one picture / sentence card to each child, one to Pip and keep one for yourself. 1. Once upon a time there was a girl called Cinderella. 2. Her sisters didn't like her. 3. One day they got an invitation. 4. The Fairy Godmother waved her wand. 5. Cinderella danced with a prince. 6. As midnight struck she ran home and lost a slipper. 7. The slipper fitted Cinderella. 8. They got married and lived happily ever after. Ask each child to have a go at reading the sentence on their own card, and give help where needed. *We've got the whole Cindurella story, but it's all muddled up. Let's try to sort it out.* *Continued on next page*

Session 58: Wednesday (continued)

Teaching points	Activities/teaching prompts or script
	Who thinks they've got the sentences for the beginning of the story? Help the children with the first two sentences to stand up and put themselves in the right order. Re-read together. *That's the beginning of the story. Now who thinks that they have a card from the middle of the story? Remember that bit is longer, so there might be a few sentences to sort out.* Help the children to identify the next four sentences. Re-read the story so far. *We've found the beginning and the middle, now we just need the end. Who thinks they should be the last card?* Help the children to identify *happily ever after* as a traditional ending for a fairy story. Each child reads the sentence on their card to tell the whole story.
Fast Finisher Identify the structure of a fairy story.	**Quick activity: sentence sorting** Give out a set of the Cinderella pictures and sentences, one between two. *I want you to work together. Read the sentences and look at the pictures. Decide what order they should go in.* *When you think you are ready, read through the sentences together to check that the story makes sense.* Give the children time to sort out the pictures and sentences, supporting as needed. Reinforce the traditional story language: *Once upon a time...* at the beginning, *... happily ever after* at the end.
Take Away	**TA:** *What did we learn today?* **Ch:** *We learned to hear and see the difference between consonant clusters at the end of words, and to read sentences and put them in the right order.* **Ch:** *What will we take away?* **TA:** *You are going to take away your sentences to put in the right order – the pictures are there to help you. When you have sorted them, you can read the story to yourself or to someone else.* Each child takes a set of the Cinderella picture / sentence cards to sort into the correct order and re-read the story.

Session 59: Thursday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear and see the difference between consonant clusters at the end of words, and to read sentences and put them in the right order.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear the difference between different consonant clusters at the end of words, and how to write the middle of our fairy story.*
Phonics Five Identify and distinguish between final consonant clusters.	**Play Throw It In The Hoop** Divide the children into twos. Give each pair three pictures /objects. Place three hoops on the floor with one picture / object in each: toast, sand, pink (picture / object coloured pink). *We're going to play Throw it in the hoop. If you and your partner have an object with the same final consonant cluster as the object, throw it in the hoop. Let's just say the names of the objects in the hoop – toast, sand, pink. Let's say the names of the pictures on your cards / objects – nest, vest, first, ink, tank, wink, pond, hand, wand.* The children take it in turns to throw their object / picture in the right hoop after discussion with their partner. When they have finished, look at each thing together. Say the word and identify the final consonant cluster. *Listen carefully to the end of the word. Does it sound the same as the thing that was already in the hoop, or does it need to move to a different hoop?*
Text Ten (The expectation is high here.) The emphasis is on 'having a go' at writing the story in their own words. Use phonological and graphic knowledge to write words. Use some of the elements of known stories to structure own writing. Use 'talk for writing' to rehearse sentences orally and refine them before writing.	**Guided Writing: the middle of the story** Give out the children's zigzag books from Tuesday. *You have already written your first two sentences. Now you're going to write the middle of the story. Have a look in your book and remind yourself what you have written already.* Give time for the children to read through quickly. *You have written the beginning, so the next bit is the middle where lots of things happen. Look at the pictures in the book and talk to your partner about what you are going to write about for the next four pictures.* Prompt for: invitation, the Fairy Godmother, dancing with prince, losing shoes. *Now turn what you have said into four proper sentences. Tell your partner your four sentences.* Prompt for something like: *One day they got an invitation. The Fairy Godmother waved her wand. Cinderella danced with the prince. At midnight she ran out and lost a slipper.* *Now I want you to write your sentences into your zigzag books. Here are some words to help you.* Write on the board: *invitation, Fairy Godmother, Cinderella, prince.* *Continued on next page*

Session 59: Thursday (continued)

Teaching points	Activities/Teaching prompts or script
	Support the children as they have a go at writing the next four sentences in their zigzag books. Encourage them to use their own words when re-telling the story and to think of their own strategies for spelling words. If the children have not finished these sentences, they can continue as part of their Take Away activity. They may need a bit more time in class for this.
Fast Finisher	**Quick activity: reading own stories** *Remember that it is important our sentences make sense, and that we have used the ideas from the Cinderella story in our own writing. Listen to the stories and see if you think that anything needs changing.* Ask each child to read out their story so far. The other children help by checking that it makes sense and suggesting changes if needed.
Take Away	**TA:** *What did we learn today?* **Ch:** *To hear the difference between consonant clusters at the end of words, and how to write the middle of the story.* **Ch:** *What will we take away?* **TA:** *Your Writing Flap Cards to practise spelling four new words. They are the words that we were using in our 'Quick-fire' game yesterday.* Give out cards with *once, time, lived, after* written under the flaps. Quickly check that the children can read the words. If they have not finished their sentences, they could also take their Cinderella zigzag books.

Session 60: Friday

Teaching points	Activities/Teaching prompts or script
Oral Opener	**All:** *What did we learn yesterday?* **Puppet:** *We learned to hear the difference between consonant clusters at the end of words, and how to write the middle of the story.* **Ch:** *What are we learning today?* **TA / Puppet:** *We are learning to hear consonant clusters at the beginning and end of words, and to write the end of the story.*
Phonics Five Identify initial and final consonant clusters in CCVC and CVCC words.	**Play Rubbish Or Treasure?** *We haven't played this game for a few weeks, but I think you will remember it. We are going to help Pip sort out the rubbish and treasure. He has got some tricky words for you today.* The children sit in a circle with Pip in the middle. He has a bin on one side and a treasure chest on the other. Each child has two or three pictures / objects. *Pip is collecting words that have consonant clusters at the end. All the other words will need to go in the bin.* *Look at your first picture / object. Does Pip want it, or shall we put it in the bin?* The children take it in turns to say the word and decide whether to give it to Pip to put in the chest, or put it in the bin. At the end of the game, check the contents of the bin and Pip's collection. Is everything in the right place? Pictures / objects: hand, pond, list, belt, milk, wand, rubber band, bank, vest, nest, clock, snow, frog, flag, brush, black, slug.
Text Ten Use 'talk for writing' to rehearse and refine ideas before writing. Use some of the elements of known stories to structure own writing. Use the term *sentence* appropriately. Write in sentences.	**Guided Writing: the end of the story** *Today we are going to finish writing our books on Cinderella. Do you remember what you have written already?* Give out the books and give the children time to look through and remind themselves. *That's right, you've written the beginning and the middle of the story. So what do you think you are going to write today?* *It's the end of the story that we need. Look at the last two pictures and talk to your partner about what happens at the end of the story.* *We are going to write two sentences in our books to write the end of the story. Think about the two sentences you would like to write under the pictures, and tell them to your partner,* e.g. *The slipper fitted Cinderella. They got married and lived happily ever after.* Prompt the children to use the traditional ending for a fairy story. *Have a go at writing these two sentences. Here are some words to help you.* Write up: *married, happily, ever.* *Continued on next page*

Session 60: Friday (continued)

Teaching points	Activities/Teaching prompts or script
	Support the children as they work independently. Encourage them to use their own words when re-telling the story and to think of their own strategies for spelling words. When they are writing the final sentence, challenge them to try spelling *lived* and *after* correctly. *These words were on your Writing Flap Cards yesterday.* (You may also have used them as 'Quick-fire' words.) As they finish, ask the children to read through their whole story and check that they are happy with it.
Fast Finisher	**Quick activity: review of learning** Before the session, think about each child in the group. Identify at least one thing that they have learned or an achievement during the time they have spent with you.
Take Away	**Ch:** *What will we take away?* **TA:** *You can take home your Cinderella zigzag books, and read them to someone at home.* **TA:** *This is our last session. I want you all to think about the things that you have done during our sessions. What did you like best?* Give the children thinking and talking time, and go round the group asking for ideas. *You have learned lots of new things. What do you think you have learned?* Give time to think, and help each child to think about at least one thing they have achieved. *Pip would like to say 'Well done' to everybody, and so would I!*

Progress check 3

	COMMENTS
Word level: phonic and letter knowledge ● Hear, say and count phonemes in some words. ● Segment and blend CVC words. ● Sort some words into alphabetical order by initial letter (using an alphabet strip). **Word level: word knowledge and sight vocabulary** ● Read and write words from previous progress checks: *is, my, this, a, big, day, away, said, the, what, you, make, put, on, here, is, our, was, school, then, saw.* ● has, can, got, like, because, who, came, after, once, time, lived ***In Guided Reading:*** ● 'Point' with eyes, using finger only at point of difficulty ● Use phonic knowledge to check and self-correct, using initial, medial and final sounds. ● Apply knowledge of sight vocabulary ● Identify and read words such as *once, upon, time, lived, after.* ***In Guided Writing:*** ● Apply phonic knowledge to attempt spelling. ● Apply knowledge of sight vocabulary when spelling. ● Apply knowledge of story language in own writing.	
Sentence level ● Match sentences to pictures. ● Put two cut-up sentences together and re-read. ● Understand that a line of writing is not the same as a sentence. ***In Guided Reading:*** ● Read the text fluently, with attention to punctuation. ● Re-read a sentence if stuck or to attempt / check a word. ● Use the meaning of a sentence to attempt a tricky word.	

Progress check 3 (continued)

	COMMENTS
In Guided Writing: ● Say and write sentences and check for sense. ● Write simple sentences using capital letters and full stops. ● Write captions.	
Text level ● Find the heading, the picture and some information in an information text. ● Know the difference between a fiction and an information text. ● Predict what a book is about from looking at the cover, title, and blurb. ● Re-tell a fairy story in the correct sequence. ● Make up an extra verse or phrase based on a repetitive / patterned text.	
In Guided Reading: ● Use knowledge of context to attempt a tricky word. **In Guided Writing:** ● Use familiar text as a model for own writing.	

06

Activity Sheets
for Parents and Carers

Notes for teachers and teaching assistants

Summary

- These activity sheets for parents and carers offer some ideas for practical activities. You may wish to use them as they are presented or to adapt them to suit your own circumstances.
- The introductory pages explain the Activity Sheets – they should be given out at the beginning of the programme.
- One Activity Sheet is to be given out at the end of each week for the children to take home.
- The aim is to involve parents and carers with their children in activities that will reinforce learning.
- The ELS programme does not rely on the children having completed activities at home.

A set of 12 Activity Sheets for parents and carers has been produced to support the work of the ELS programme. The Activity Sheets are designed to be given out to parents and carers at the end of each week of sessions. The emphasis throughout is on adults and children enjoying doing things together, to reinforce learning and build confidence, rather than homework to be completed before the next session. The children may make things at home to bring into school, but their participation and success in the ELS sessions is not dependent on what they are doing at home.

These activities do not involve the children in taking home materials from the sessions each day. They can all be done with things that families will have at home already, except for the Guided Reading book, or writing done in the ELS sessions, taken home each Friday. This means that the Take Away pack that the children have as part of the ELS sessions is just used to support independent activities in the Literacy Hour.

The pack starts with a set of introductory notes which explain how parents might use these ideas with their children. These notes could be given out at a parents' meeting, or at the end of the first week of sessions, with the first Activity Sheet.

Further support for parents and carers

Check the ELS section of the website www.standards.dfes.gov.uk/literacy for further developments.

You may want to consider involving tutors working with your local Family Literacy Programme. The Activity Sheets could form the basis of workshops for parents where they receive advice and support in ways to help their children with literacy at home. Such sessions could also help parents who themselves have difficulties with aspects of reading or writing.

About the Activity Sheets

ACTIVITY SHEETS
for Parents and Carers

Your child is part of a group having some extra sessions in school this term to help them take off with their reading and writing. At the end of every week they will bring home an activity sheet with ideas for activities that they can do with you at home. These activities are designed to help you support your child's literacy at home.

There are ideas for playing games, doing some reading and writing together, and doing or making things together. The ideas are linked to the things that your child has been learning in their 'Early Literacy Support' group during the week, but the activities are not exactly the same. It often helps children with their learning if they try things in different ways.

The most important thing is to enjoy doing these activities together. **You do not have to do all the activities each week.** Choose the things that seem to work best. Ask grandparents, big brothers and sisters, aunties and uncles to help. As you read and write, play games and make or do things with your child, you will help build up their confidence and practise the things they are learning at school.
We are encouraging the children to learn the technical or 'grown-up' terms for talking about letters, sounds and words, so don't be surprised if they come out with terms like 'phoneme' (that means the sound made by letters), 'vowel', etc. We also encourage them to use the names of the letters as well as the sounds. We help them to remember how to form their letters properly by making up things for them to say when they are writing, so you might notice them talking to themselves about how to write letters!

There are four different types of activity on the sheets each week:

1 Games to play
Young children learn as they play, and word games are a good way to help children practise what they are learning about sounds, letters and spelling simple words. They often enjoy playing games over and over again, and this is a good way to help them become more confident.
As well as the ideas on the sheets you may have other games that you can play at home, e.g. simple card games like 'Snap' or 'Happy Families' or word games on the computer.

2 Reading together
Your child will bring books home from school regularly to share with you, and there will be advice on the sheets about things you can do to help them. But these are not the only books you can read together. Although your child will be beginning to read for themselves, don't forget that it is very important to carry on reading books to your child regularly.

About the Activity Sheets

Early Literacy Support

ACTIVITY SHEETS
for Parents and Carers

Read favourite books together, encouraging your child to join in with the bits they know. Try reading longer stories, perhaps reading a chapter each night, or listening to taped stories together. Visit your local library together and look for new books to share. Don't just look for stories, look at information books on things that your child is interested in. If you are not sure what to choose you can talk to your child's teacher, or the librarian and they will be able to make suggestions.

Make sure your child sees people at home reading, e.g. newspapers, TV listings, instruction manuals. It will help them to understand that reading is something adults do as well as children. Let them help you with reading information and instructions on packets and tins, and when you are out and about, encourage them to look carefully at signs, posters and labels and pick out familiar letters and words.

3 Writing together
There will be ideas in the Activity Sheets for things to write about, but you could also think about other opportunities to encourage your child to write and to let them see you writing. Make lists together: e.g. when you are going shopping, let them help you make the list and have a go at writing their own; give your child a notebook for writing their own ideas and stories; write letters to other people in the family.

Don't worry too much about your child spelling every word correctly. They are gradually learning spelling patterns and rules and they need the confidence to have a go. Do encourage them to say words out loud and listen for the sounds. They will probably be able to identify the first sound and final sound, but might need help with the sounds in the middle of words.

If you are writing a word for your child, write it in small letters (not CAPITALS) and encourage your child to look carefully, cover up the word, try to remember it and then write it for themselves. Always encourage your child to read back what they have written, and praise their attempts at writing.

4 Things to make or do together
There are ideas each week which involve doing or making something. It may not feel as though these will teach your child about literacy, but the talking and listening that you are doing are a very important part of the learning process. You will be helping your child understand and follow instructions, helping them to become more confident in talking about what they are doing or asking questions, and helping them use their new reading and writing skills in many different ways.

WEEK 1

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was names.

Your child has been learning to identify sounds at the beginning of words and to read and write a simple sentence.

• A game to play together

Play 'I Spy', with different people's names.

Use the names in your family, characters in favourite books, people or characters from the TV.

Help your child to hear the first sound in the word.

'I spy with my little eye, someone beginning with ...'

(Try to say the sound of the letter, instead of using the letter name.)

• Reading together

On Friday, your child will bring home a book they have read in school. Read it together, encouraging your child to point to the words as they read.

If your child gets stuck on a word, encourage them to look at the picture to give them a clue.

Give your child lots of praise when they manage to work out a word for themselves.

• Writing together

Look at some photos together, around the house or in a photo album. Talk with your child about the names of the people they can see in the pictures.

Help your child make a label for a photo using the words they have been learning this week: 'My name is...'

Encourage your child to have a go at spelling each of the words. If they get stuck, they could look at the sentence they wrote to go with their own picture.

Help your child to identify the first sound in the person's name. They will probably need your help to spell the rest of the word.

Encourage your child to read back their sentence to check that it makes sense.

Tip: use a sticky note to write on, then it can be stuck under the photo that you were looking at together.

• Something to make or do

On Friday, your child will bring home a picture of themselves. Make a photo frame for the picture together.

Cut out the photo.

Cut out a piece of card, about 10cm wider than the photo (e.g. the back of a cereal packet).

Glue dry pasta shapes around the edge of the card.

When the glue is dry, paint the pasta.

Stick the photo in the middle of the frame.

WEEK 2

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was on things children do at the weekend.

Your child has been learning to identify initial letters in words and to read and write simple sentences starting 'I went to the ...'

• A game to play together

Play 'Word Detectives'. First choose a letter. How many things can your child find beginning with that letter? You could write a list together. Your child could look for pictures or objects, or look for words beginning with the letter in books, newspapers, on packets and on signs and labels in the street and in shops. You can play this game over and over again using different letters.

• Reading Together

On Friday your child will bring home a 'lift-the-flap' book which they have made.

Encourage them to read you the sentence they have written, and play guessing the final word before they uncover it. You could copy out the sentence, cut it into words and let your child try to sort them into the right order.

• Writing together

Talk together about something else that you have done at home at the weekend or during the holidays. Your child could draw a picture and then you could help them write a simple sentence to go under the picture: 'I went to the ...'. Encourage your child to have a go at spelling 'went' by themselves, and to read back what they have written to check it makes sense.

• Something to make or do

Start a scrapbook, or make a picture for the wall with a collection of pictures or mementoes from a day out or a special occasion at home, e.g. going to the cinema. You could keep the ticket, popcorn packet, or cut out a picture from the newspaper advertising the film you saw. Talk to your child about what they saw and which part they liked best. This might encourage your child to write more about what they have done. You could add further pages to help remember other outings or events.

WEEK 3

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was the story of Goldilocks.

Your child has been learning to identify sounds at the ends of words and to read and write simple sentences linked to the story.

• A game to play together

Try a more difficult version of 'I Spy', where you try to guess words ending in a particular letter. Your child might need some help, so start with easy words. When they make a guess, help them say the word slowly and identify the letter at the end, checking whether it is the same as the letter in your clue.

For example: 'I spy with my little eye something that ends with 'p' ' (say the sound, not the letter name). Child guesses 'plate'. Help them say the word and hear the 't' sound at the end. Get them to guess again.

• Reading together

On Friday your child will bring home a book. Look at the front cover first and talk about what happens in the book. Then let your child read the book, checking that they point to each word as they read. If they get stuck, encourage them to go back to the beginning of the sentence, or look at the picture or the first letter of the word. Help them check that what they are reading makes sense.

You could also look at home to see whether you have a copy of 'Goldilocks and the Three Bears', or borrow one from the library. Read it with your child and talk about whether it is the same as the one they read at school. Ask which one they liked best.

• Writing together

Your child has been learning to write 'This is a ...'. Encourage them to write more sentences like this. For example, they could draw pictures of some of the story characters and write labels: 'This is Goldilocks.' 'This is the baby bear.'

Encourage them to write 'this' and 'is' by themselves, to look in the book for the spellings of other names, to say the word and identify the sounds that they can hear.

Encourage them to leave a space between each word and to read back what they have written.

• Something to make or do

Have a go at telling the story of Goldilocks together. You could make up a funny version of the story. This doesn't have to be written down, you could just tell it together. You could think of a new ending, or change the characters. It could be your child in the story instead of Goldilocks. Encourage your child to use their imagination!

WEEK 4

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was on making up a new verse for the song 'Five Little Ducks Went Swimming One Day'.

Your child has been learning to identify more sounds at the ends of words and to read and write words from the song.

• A game to play together

Help your child to learn about rhyming words. Say nursery rhymes together, and miss out a rhyming word for your child to try to guess, e.g. 'Humpty Dumpty sat on the wall, Humpty Dumpty had a great ...'.

Say the rhyme again and let your child make up new rhyming words to fill in the gaps, making it into a nonsense rhyme. 'Humpty Dumpty sat on the chair, Humpty Dumpty had a great fair / bear / hair.'

Encourage them to carry on a string of rhyming words that you start, e.g. 'wall, fall, tall, call, ball ...'.

• Reading together

On Friday your child will bring home a song sheet with a new verse for the song that they have made up. Encourage your child to read or sing the verse to you and help them to use the picture, the initial letter of the word, or to go back to the beginning of the line to re-read if they get stuck. Praise your child for any of these actions and say 'That is what a good reader does.'

Ask your child about the new character in the song they have written (it is the name of the puppet who comes to their group each day!). They may be able to tell you what it is like and some of the things it does.

• Writing together

Your child could write more verses for their new version of the song. Help them to come up with the ideas by singing or saying the new version first, and then trying to write. They may need quite a lot of help with the spellings, but they should be able to have a go at 'went', 'day', 'away' and 'said'. Encourage them to sing their whole song through to you, and help them to check that it makes sense.

• Something to make or do

Encourage your child to teach you to sing 'Five Little Ducks'. Sing or read other rhyming songs together, e.g. 'Ten Green Bottles', 'Five Currant Buns'. If you know actions to go with the songs, do them together to help your child to remember the words. Your child will love learning songs that you used to sing when you were little. You may know songs in other languages that you can sing.

If you need more ideas, visit the library and look for books with counting rhymes or songs.

WEEK 5

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was on making up a question and an answer.

Your child has been learning to identify the sounds in the middle of three-letter words and to read and write words in a simple question and answer.

• A game to play together

Play 'Is it an 'o' or an 'a'?'. This game will help your child to listen to the middle sound in short words, and decide which letter to write. Say a word with a short 'o' (as in 'hot', 'box', 'dog') or 'a' (as in 'cat', 'man, 'pan'). Your child will need a piece of paper and a pencil. They write down the middle letter and show it to you. You may need to help them stretch the word out, saying each sound, and help them to hear the sound in the middle.

• Reading together

On Friday your child will bring a book home. Read the title together, look at the cover and talk about the pictures. Ask your child 'What is the book about?' before they start reading. As they read, encourage them to 'point with their eyes' and only use their finger when they are stuck on a word. Help them to use initial letters, pictures, and re-reading the sentence as strategies to help when they are stuck. Praise them for remembering to use these. Talk about any words or phrases that were repeated in the text.

• Writing Together

Look with your child at the 'lift-the-flap' card that they brought home on Friday. Read the question and answer together. Make up a new question and answer together using the same pattern. For example: 'Mum, Mum, what do you hear?' 'I hear a little boy whispering in my ear.' You could write the question and your child could write the answer. Your child should be able to help spell 'what' , 'you' and 'my'. Remind them to leave spaces between each word and to read back what they have written. You could make up more questions and answers using different people in the family.

• Something to make or do

Play a guessing game together to help your child understand about questions and answers. You could make up your own version of 'Who wants to be a Millionaire?! Or you could play a version of '20 Questions'. You think of a famous person, book or TV character. Your child has to ask 20 questions to try to work out who it is, but you can only answer 'yes' or 'no'.

WEEK 6

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was on following instructions to make a sandwich.

Your child has been learning to identify more sounds in the middle of words, and reading and writing simple instructions.

• A game to play together

Play 'Simon Says'. This game involves listening carefully to follow instructions. Everyone in the family can join in! Give an instruction for the children to follow, e.g. 'Simon says clap your hands.' Keep changing the instruction, but the children must only do it if Simon says so. Try to catch them out by changing the instructions quickly.

• Reading together

On Friday your child will bring home an instruction sheet for making a jam sandwich. Encourage them to read each step of the instructions. If they get stuck, help them to think about what would make sense, and then to check whether the word looks right by looking at the initial sound, the final sound and then the whole word. You could use the instructions to make a jam sandwich together.

• Writing together

Think about something else that you could write instructions for together. It could be something your child really likes to eat or drink, or instructions for playing a favourite game or doing a job like feeding the dog. Talk together about what you need to do and think about the title, the list of things to use, and each step of the instructions. You may need to share the writing for this, but your child should be able to spell 'make', 'put', 'on' and 'the'. When you have finished writing, try out your instructions together to make sure that you have remembered everything.

• Something to make or do

Think of other things that you could do together where you need to read instructions and follow what they say, e.g. make a model from a kit; play a board game; use a recipe when you are cooking; follow instructions on food packets. Show your child the instructions you are using, and see if they can find the list of things you need. They may be able to tell you what to do by using the pictures.

WEEK 7

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was on labels and signs.

Your child has been learning to identify more sounds in the middle of words, and to read and write simple signs, labels and captions.

• A game to play together

Play 'Is it an 'i' or a 'u'?'. This is the same game as in Week 5, but uses two different sounds. Say a word with a short 'i' (as in 'bit', 'tin', 'sit') or 'u' (as in 'cup', 'mud', 'hut'). Your child will need a piece of paper and a pencil. They write down the middle letter and show it to you. You may need to help them stretch the word out, saying each sound, and help them to hear the sound in the middle.

• Reading together

On Friday your child will bring home a book to read with you. It will probably be a non-fiction book. Before they read, talk about the title and the cover. Ask your child about the differences between storybooks and non-fiction. As they are reading, encourage them to work out words they are unsure of for themselves. They do this by looking at the initial and final letters, re-reading the sentence to see what would make sense, and using the pictures. Talk about what they have found out from reading the book.

• Writing together

Your child has been learning about signs and labels. You could make a label together to use at home, e.g. for your child's bedroom door. Talk about how to make the label easy to read by using large letters and colouring it in. You could help your child use a stencil. If you have a computer, you could make a sign on the computer and print it out.

Help your child to think about what they want the label to say before they start to write, and give them a chance to write it 'in rough' before they make the label. They will probably need quite a lot of help with the spellings.

• Something to make or do

Go for a walk and see how many different signs and labels you can see. Read them together and talk about what they are for. You might see: street names, road signs, notices on lamp posts about lost cats, advertisements, parking signs, number plates, bus stops, etc.

WEEK 8

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was on telling and writing simple stories.

Your child has been learning how to spell words with three or four letters and how to write two sentences in a story.

• A game to play together

Your child has been learning the five vowels over the last few weeks. Last week they brought home a sheet with the 'Vowel Rap'. If they are not sure of the vowels, help them to say the Vowel Rap with you (use the short sounds for the letters).

Play 'Which Vowel?'. Say a short word, and ask your child to decide which vowel is in the middle of the word. They can point to the correct letter on the Vowel Rap sheet.

Use words like: 'cat', 'red', 'tin', 'shop', 'mud', 'dad', 'met', 'chin', 'hot', 'run'. See how quickly your child can find the vowel.

• Reading together

On Friday your child will bring home a 'zigzag' book with a little story about themselves. Encourage them to read you what they have written. Look for other stories to read together, and talk about where the story takes place each time. Look carefully at the pictures – is the setting like 'real life' or is it an imaginary place?

What sort of stories does your child prefer – imaginary or real-life settings? Talk about what they like and why.

• Writing together

When you have made up a story together (see below), have a go at writing it down. You could share the writing, perhaps taking it in turns to write a sentence each. Your child might find it easier to draw pictures for the story you told together before they try to write it down. You could fold A4 paper in half to make a little book, or use an old notebook. Encourage your child to have a go at spelling words correctly, and to write in whole sentences with capital letters and full stops. Help them to think about the sequence of the story by asking what happened first, what happened next, and what happened in the end.

• Something to make or do

Make up a story with your child as the main character, based on one of their favourites. This could be a book that they enjoy, or take an idea from a favourite film or TV programme. Tell the story together, thinking of ideas for funny or incredible things that could happen. You could tell the story first, and then your child could tell it back to you. This will help them to get the idea of a story sequence, and help them to make up ideas for their own stories.

WEEK 9

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was on reading and writing information.

Your child has been learning to spell words with two consonants at the beginning, and about how information books are written.

• A game to play together

Play a memory game, where you take it in turns to add an item to a list, and have to remember all the things on the list. For example: 'I went to the pet shop and I bought a dog.' The next person thinks of a new animal to add to the list: 'I went to the pet shop and I bought a dog and a goldfish.' Keep going for as long as you can!

• Reading together

On Friday your child will bring home an information book. Encourage your child to read it as independently as possible, but offer help if they get stuck. Praise them when they have a go at a word. After reading, ask your child to tell you something that they have found out.

Think about other things that your child is interested in. You could go to the library and look for books on that subject to read together. Look out for the contents page, index, headings, pictures or diagrams and facts about the subject.

• Writing together

Your child has been reading and writing about different baby animals during the week. Talk about their favourite animal, and get them to draw a picture. Your child could write some facts about the animal, as though they were writing an information book. Encourage them to think about what they want to write before they start, and to think of more than one sentence, e.g. 'This is a guinea pig. It has brown and white fur. It likes to eat...'.

See how many words they can have a go at spelling without your help. Remind your child to use capital letters and full stops for each sentence. Ask them to show you where each sentence starts and finishes.

• Something to make or do

Make a simple animal puppet.

You will need: an old sock; two old buttons for eyes; wool, material scraps or cotton wool; strong glue.

Try to find a picture of your child's favourite animal together. Talk about what you could use to make the sock look like the animal. Work together and talk about what you are doing, e.g. 'What colour is its fur? Have we got some material that colour? Where shall we stick the eyes?'

WEEK 10

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was on rhyming sentences.

Your child has been learning how to spell more words with two consonants at the beginning, and how to make up new sentences that rhyme.

• A game to play together

Play 'Hangman'. Choose a word and draw spaces for each letter. Your child has to guess one letter at a time to make the whole word. If they guess a letter that is not in the word, you draw a piece of the gallows! If they guess a letter that is in the word, write it into the correct space.

Try to choose simple words with four letters (these are the sort of words the children have been working on in school), e.g. 'snow', 'clap', 'from', 'slip'.

• Reading together

On Friday your child will bring home a 'luggage label' with their own simple rhyming sentences written on it. Listen to them read the rhyme and praise them for reading it fluently. If they get stuck on words encourage them to use different strategies: look at the letters at the beginning and end and think about the sounds; read on or try the whole line again; think about what would make sense.

Find a book of nursery rhymes or poems, or a story with rhyming sentences. Read it together and encourage your child to listen out for the rhyming words.

• Writing together

Write some new words together for your child's favourite pop song, or other songs that you enjoy listening to or singing at home (see below). Your child may need quite a lot of help with the spellings, but encourage them to have a go at sounding out words and writing down the letters that they know.

• Something to make or do

Songs often have rhymes. Listen to some songs together on tapes / CDs or the radio. If you would rather sing children's songs, you could look in the library for tapes or videos with nursery rhymes and other action songs. Which songs does your child like best? Do they know the words so they can sing along with the music?

If you have any musical instruments at home, your child could have a go at playing some music to go with the song. You could make a simple shaker by putting some dried beans or lentils into an old yoghurt pot or margarine tub with a lid.

WEEK 11

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was dictionaries.

Your child has been learning to read and spell words with two consonants at the end and how to use a simple dictionary.

• A game to play together

Play 'Dictionary Race'. You will need a dictionary at home for this game. If you haven't got one, you may be able to borrow a simple dictionary from school for the weekend.

Think of a word (try to think of one that your child will be able to spell). Ask your child to try to find it in the dictionary. You could try playing this game against the clock. How many seconds or minutes do they take? Can they beat their last time? You could help your child think about the first letter and which part of the alphabet it is in, e.g. 'a' at the beginning of the dictionary, 'm' in the middle, 'w' at the end.

• Reading together

On Friday your child will bring home a book to read with you. It will probably be a simple dictionary on a particular subject (e.g. a dictionary of animals). Talk with your child about what sort of book it is, and how it is different from other books. You could play a game with the book, rather than reading it all the way through. Ask, for example: 'Can you find a word beginning with 'c'?', and then read the definition together.

• Writing together

Make an alphabet chart together. Think of a subject, such as food, animals, or TV and film characters, and try to think of something beginning with each letter of the alphabet. Help your child to write the word, and encourage them to think of a simple sentence to go with the word that gives a little bit of information. The sentence could be something like 'This is ... It is / it has ...' Your child should be able to spell 'this', 'is' and 'it'. Encourage them to use the dictionary to help them spell other words.

• Something to make or do

Collect or draw pictures to go with the alphabet chart that you have been writing together. It could be made into a poster for the wall if you have got a big sheet of paper, or you could join together small pieces of paper to make a frieze for the wall.

WEEK 12

ACTIVITY SHEETS
for Parents and Carers

The focus for this week was fairy stories: the story of Cinderella.

Your child has been learning how to read and spell more words with two consonants at the end, and how to write their own version of a fairy story.

• A game to play together

Play 'Hangman' again (where you choose a word and draw spaces for each letter). Your child then has to guess one letter at a time to make the whole word. If they guess a letter that is not in the word, you draw a piece of the gallows! If they guess a letter that is in the word, write it into the correct space.

Try to choose simple words with four letters (these are the sort of words the children have been working on in school). Try to think of words that have two consonants at the end, e.g. 'nest', 'belt', 'help', 'lamp', 'next', 'soft'.

• Reading together

On Friday your child will bring home a 'zigzag' book that they have made, with their own version of the story of Cinderella. Let them read their story to you, and encourage them to have a go at working out words they are not sure of. You could suggest that they think about what would look right and make sense; go back and try the sentence again; sound out the word, looking particularly at the letters at the beginning and end of the words.

• Writing together

Talk with your child about other fairy stories that they know well. Which one is their favourite? Encourage them to tell you the story by asking what happens in the beginning, in the middle, and how it ends. They could have a go at writing their own simple version of the story. They might find it easier to draw some pictures first, and then write sentences to go with the pictures. Encourage them to try as many words as they can by themselves, and to read back their sentences, checking that they make sense. Your child should be able to spell 'once', 'time', 'lived' and 'after'.

• Something to make or Do

Borrow a film version of a well-known fairy story and watch it together, e.g. Walt Disney's Cinderella, or Snow White or Beauty and the Beast. You could talk about whether it is the same as story versions that they have read, which bits are the same and which bits are different from the book.

PHOTOCOPY MASTERS

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Writing Flap Card

Name: _____

	Words we are learning...	1st try	2nd try	3rd try

Fold along dotted line

Quick Fire Words for Group

my	is
Week 1	Week 1
I	went
Week 2	Week 2
to	the
Week 2	Week 2
this	is
Week 3	Week 3

181

182

a	big
Week 3	Week 3
day	away
Week 4	Week 4
said	went
Week 4	Week 4
what	you
Week 5	Week 5

my	make
Week 5	Week 6
put	on
Week 6	Week 6
the	here
Week 6	Week 7
is	our
Week 7	Week 7

183

he	was
then	saw
school	has
can	got

this	who
came	our
school	like
because	after

once	time
Week 12	Week 12
lived	
Week 12	

Quick Fire Words: Lotto Game using words from Weeks 1–6
Play in pairs, with one set of words between the whole group.

Board 1

my	a
said	away
went	put

Board 2

on	is
what	this
you	day

Board 3

I	to	make
big		

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Quick-Fire Words for Children's Packs

my	my
is	is
I	I
went	went
to	to
the	the
this	this
a	a
big	big
day	day

189

away	away
said	said
what	what
you	you
make	make
put	put
on	on
here	here
is	is
he	he

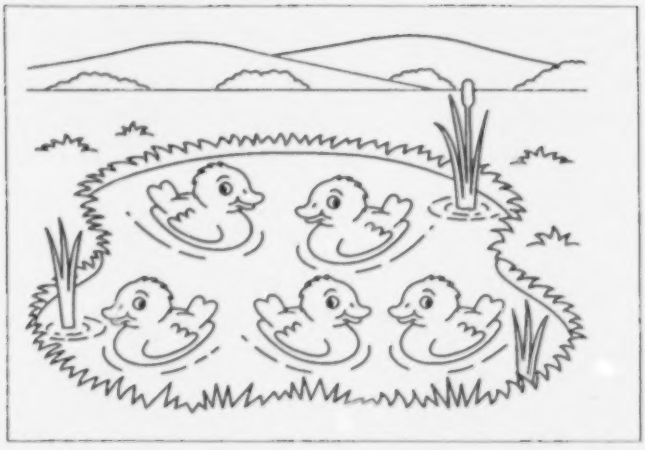
our	our
was	was
school	school
then	then
saw	saw
has	has
can	can
got	got
who	who
came	came

like	like
because	because
after	after
once	once
time	time
lived	lived

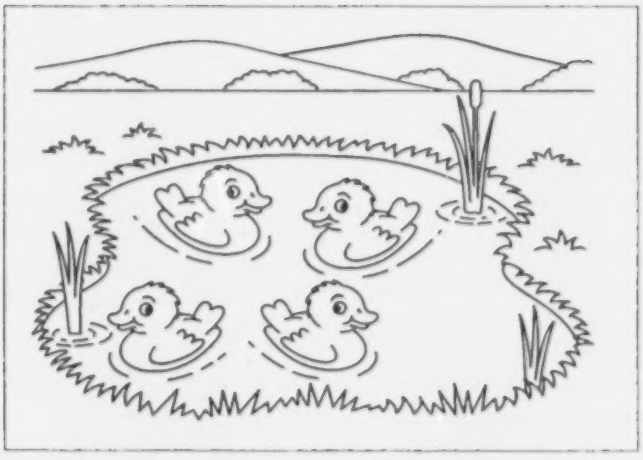
HAPPY
BIRTHDAY

Week 3 Session 11

Week 3 Session 12

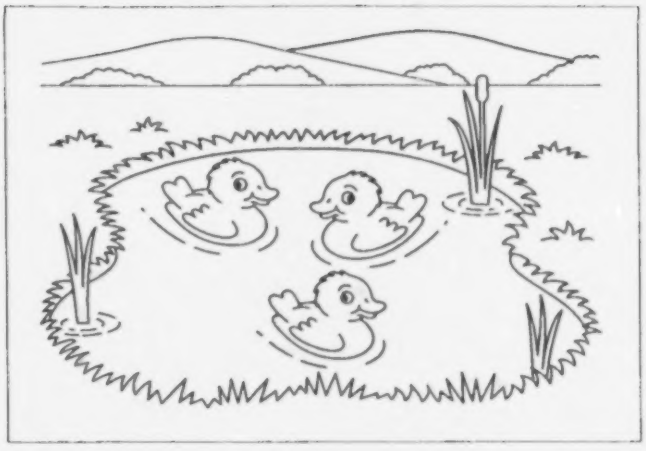


Five little ducks went swimming one day,
Over the hills and far away,
Mother Duck said "Quack, quack, quack!"
But only four little ducks came back.

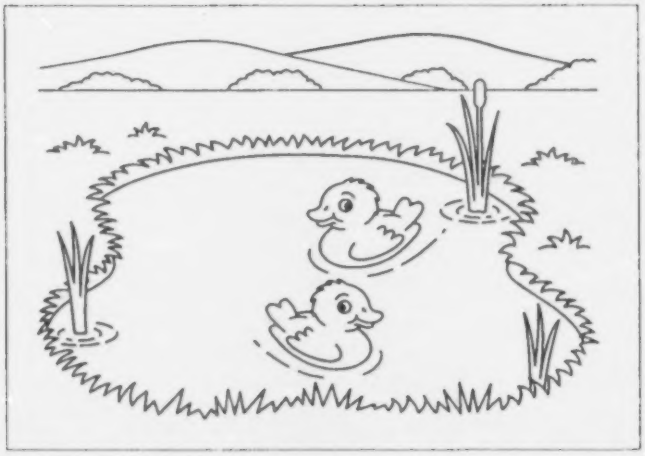


Four little ducks went swimming one day,
Over the hills and far away,
Mother Duck said "Quack, quack, quack!"
But only three little ducks came back.

200

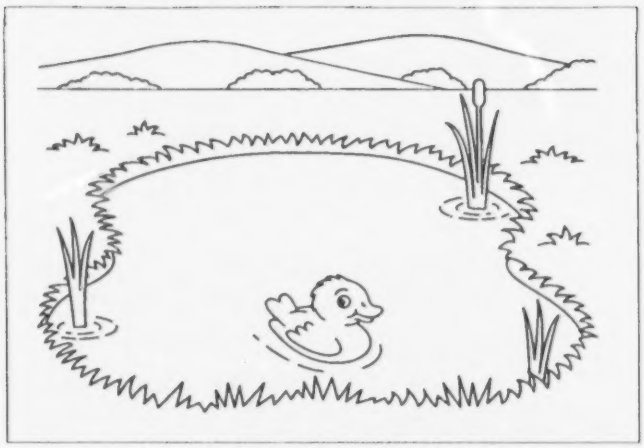


Three little ducks went swimming one day,
Over the hills and far away,
Mother Duck said "Quack, quack, quack!"
But only two little ducks came back.

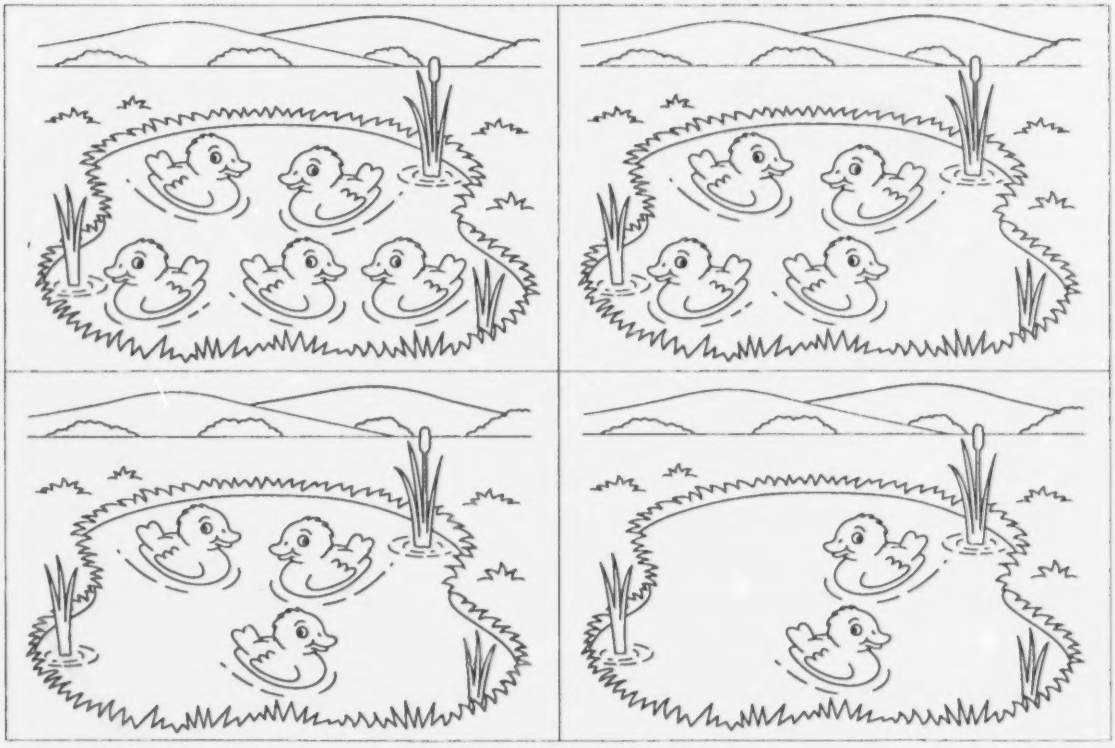


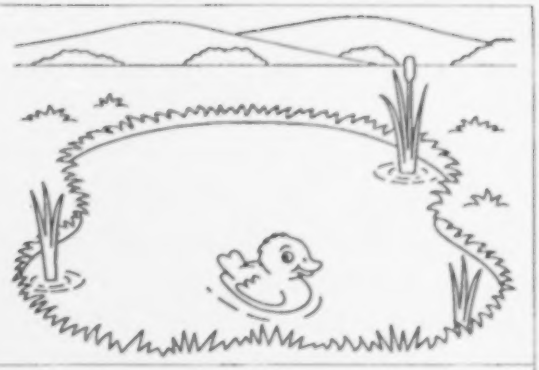
Two little ducks went swimming one day,
Over the hills and far away,
Mother Duck said "Quack, quack, quack!"
But only one little duck came back.

201



One little duck went swimming one day,
Over the hills and far away,
Mother Duck said "Quack, quack, quack!"
And five little ducks came back.





Five little Pips went hopping one day,

Over the hills and far away,

Mummy Pip said "Snack, snack, snack!"

But only four little Pips came back.

Over the hills and far away,

Mummy Pip said "_____, _____, _____!"

But only four little Pips came back.

Over the hills and far away,

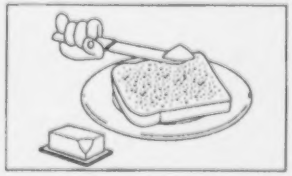
Mummy Pip said "Snack, snack, snack!"

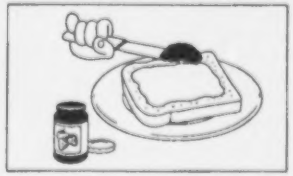
But only four little Pips came back.

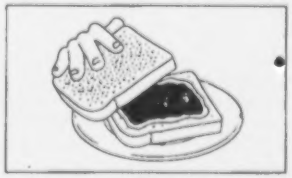
How to make a jam sandwich

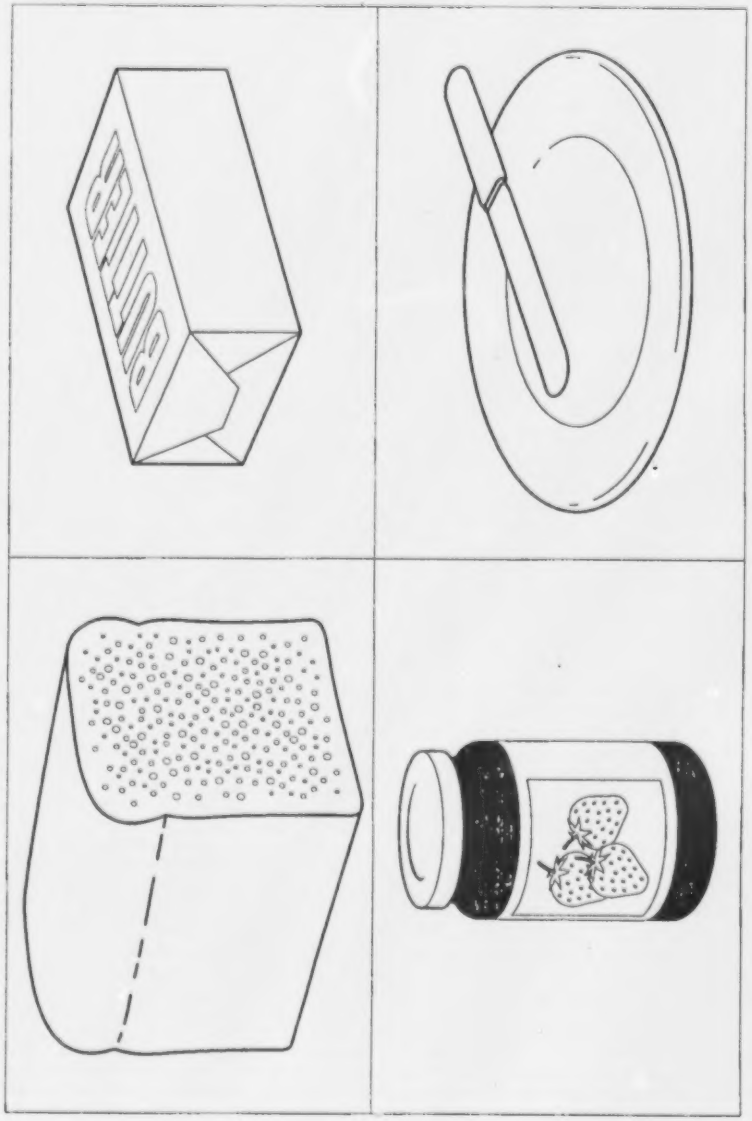
You need: bread butter

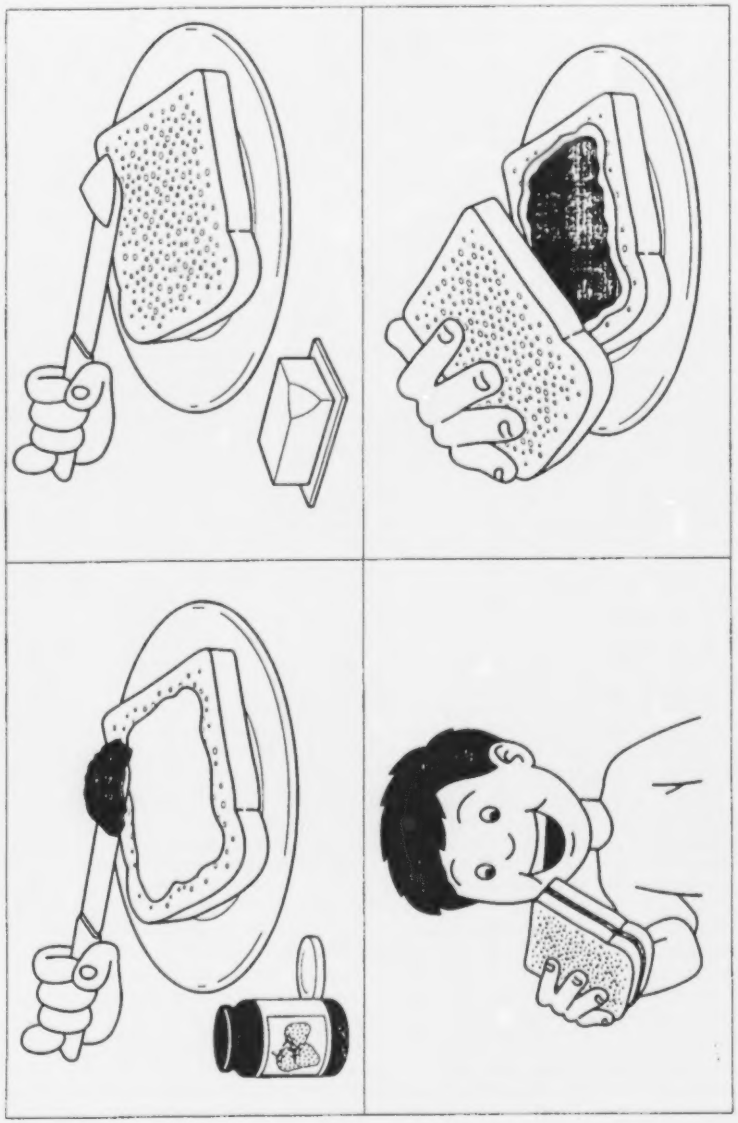
jam knife and plate

First put the butter on the bread. 

Next put the jam on the bread. 

Then put the bread together. 





How to make a jam sandwich

You need: bread, butter, jam, knife, plate

First put the butter on the bread.

Next put the jam on the bread.

Then put the bread together.

Name: _____

Print I can see around me

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Look for print in your classroom, at home, all over the place!

The Vowel Rap

a - e - i - o - u,
That is how we say them,
a - e - i - o - u,
That is how we play them.

We say them soft,
We say them loud,
Of our vowels
We sure are proud.

a - e - i - o - u, (*whisper*)
a - e - i - o - u, (*normal voice*)
That is how we say them!

The Vowel Rap

a - e - i - o - u,
That is how we say them,
a - e - i - o - u,
That is how we play them.

We say them soft,
We say them loud,
Of our vowels
We sure are proud.

a - e - i - o - u, (*whisper*)
a - e - i - o - u, (*normal voice*)
That is how we say them!

Word Cards for Fast Finisher and Take Away

Copy one set of letters for each child.

ch	o
p	i
t	a

ch	o
p	i
t	a

Week 9 Session 41

Looking at Information Books

Can you find these things?

- ☐ Heading
- ☐ Picture
- ☐ Information

Put a ☑ if you can find these things in the book you are reading.

Week 9 Session 43

Page layout for a non-chronological report.

Heading:
Picture:
Information:

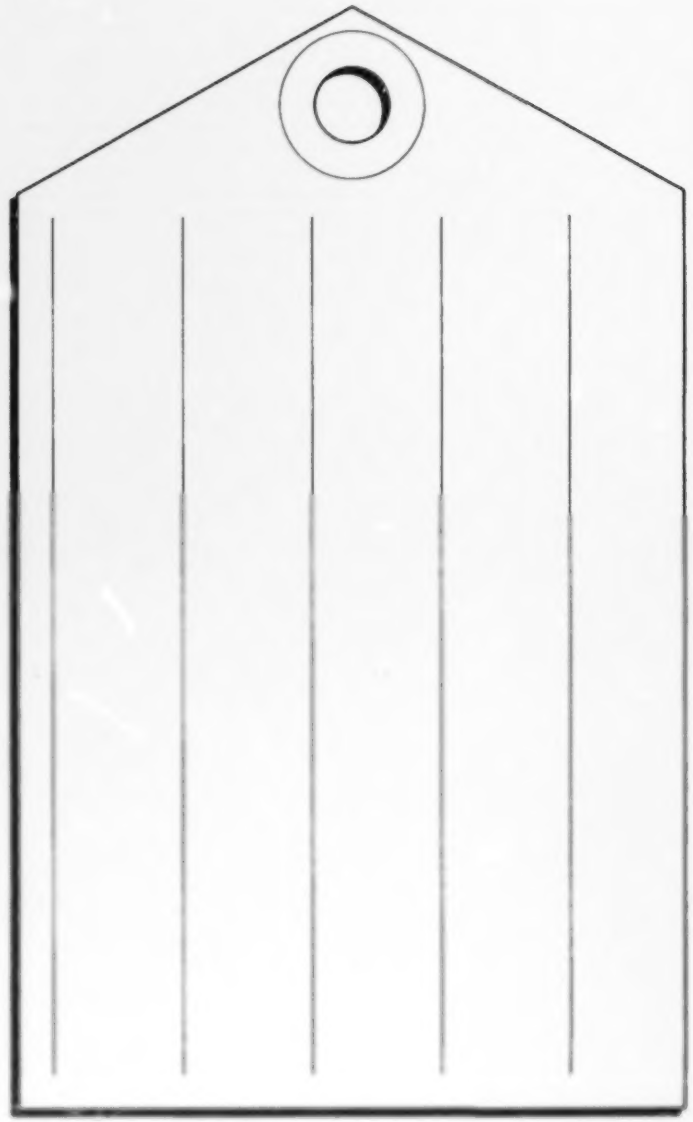
118

Week 10 Session 46

What happened to this bear?
Talk about your ideas and draw some pictures.

1.19

Week 10 Session 47



Week 10 Session 47

This bear is the bear who

This bear is the bear who

220

Week 10 Session 48

Bingo Cards

☐ snip	☐ flip
☐ snap	☐ flop
☐ snack	☐ flap
☐ smack	☐ frog
☐ slip	☐ frock

221

Week 10 Session 4

Bingo Cards

clip	slap	slick
clap	clap	clock
clop	flap	flick
crack	snap	snip
clock	sweet	swap

222

Week 10 Session 4

slip	slap	slick
clip	clap	clock
flip	flap	flick
snow	snap	snip
frog	frock	friend
cry	crisps	crunch
swing	sweet	swap

223

Week 11 Session 52

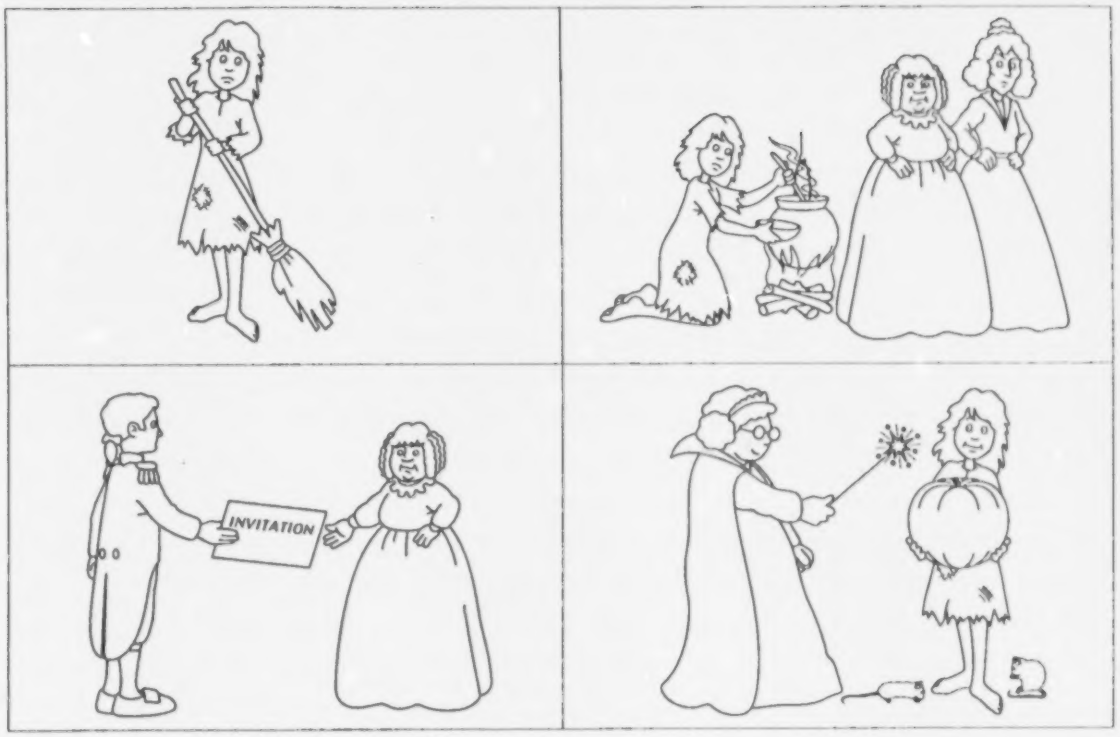
a	d	g	m	t	w
a	d	g	m	t	w
a	d	g	m	t	w
a	d	g	m	t	w
a	d	g	m	t	w
a	d	g	m	t	w

224

Week 12 Session 56(i)

225

226



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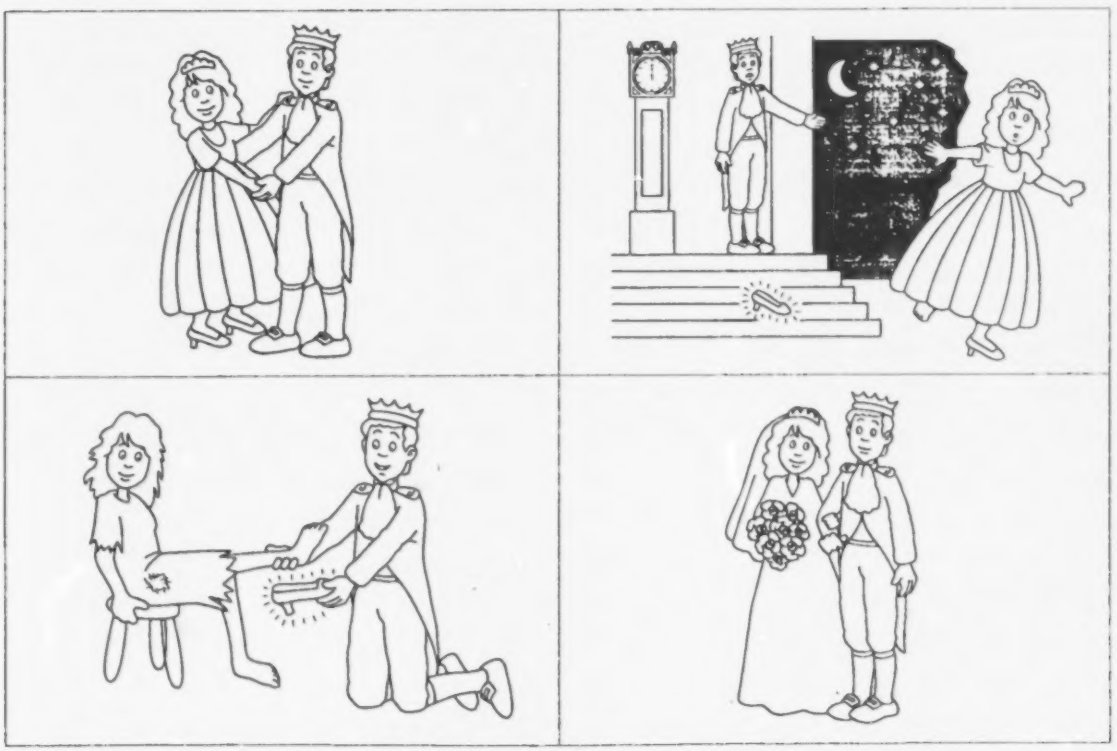
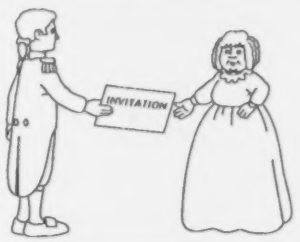


Once upon a time there was a girl called Cinderella.

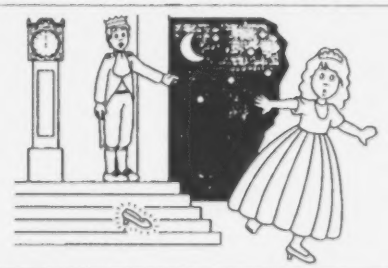
Her sisters didn't like her.



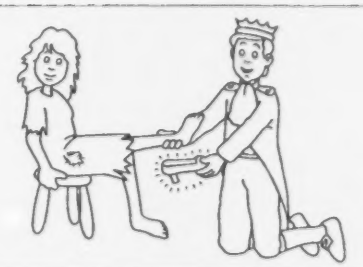
One day they got an invitation.

The Fairy Godmother waved her wand.

Cinderella danced with a prince.



As midnight struck she ran home and lost a slipper.



The slipper fitted Cinderella.

They got married and lived happily ever after.

Cinderella

Once upon a time there was a girl called Cinderella.

Her sisters didn't like her.

One day they got an invitation.

The Fairy Godmother waved her wand.

Cinderella danced with a prince.

As midnight struck she ran home and lost a slipper.

The slipper fitted Cinderella.

They got married and lived happily ever after.

best	list	nest
lift	gift	raft
melt	salt	felt
desk	rusk	mask
bump	chimp	lamp
sink	bank	think
hand	wind	send

Writing Flap Card

Name: _____

	Words we are learning	1st try	2nd try	3rd try

fold along dotted line

234

Writing Flap Card

Name: _____

	Words we are learning...	1st try	2nd try	3rd try

235

Fold along dotted line

236

Writing Flap Card

Name: _____

	Words we are learning...	1st try	2nd try	3rd try

237

Fold along dotted line

238

Writing Flap Card

Name: _____

	Words we are learning...	1st try	2nd try	3rd try

239

Fold along dotted line

240

Writing Flap Card

Name: _____

	Words we are learning...	1st try	2nd try	3rd try

241

Fold along dotted line

2x2

Writing Flap Card

Name: _____

	Words we are learning...	1st try	2nd try	3rd try

2x2

Fold along dotted line

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